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ABSTRACT

The status of statewide planning for postsecondary education in Mississippi is examined. Existing planning efforts and results for public universities, public junior colleges, private junior and senior colleges, and proprietary schools are described. Information was obtained primarily from published reports of the institutions, letters, questionnaires, and public documents. In Chapter I the development of Mississippi postsecondary education is reviewed including a brief history of the planning process and state higher education statistics. The needs and resources of higher education are examined in Chapter II. Enrollment rate and popular areas of study are discussed. Financing of Mississippi postsecondary education is discussed in Chapter III focusing on formulas for fund allocation. Chapter IV presents a discussion of the role of state planners and the scope of statewide education establishments. Information is also provided concerning the role and goals of individual institutions. In Chapter V accessibility to education is examined through a discussion of geographic factors, branch campuses, off-campus centers, information centers, educational television, regionalization, and financial aid. Admissions requirements, programs and degrees, and graduate programs for each Mississippi institution are discussed in Chapter VI. The status of health education is examined in Chapter VII including medical schools, postgraduate medical education, dental education, nursing education, and health-related professions. (SF)

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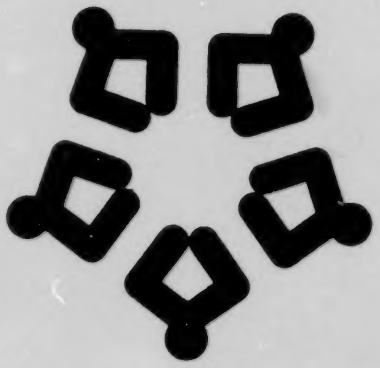

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1979

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Compiling information and data on a somewhat nebulous subject as planning postsecondary education on the part of a state and its institutions requires the collaboration of many people. In preparing this status report of planning in Mississippi the Planning Board has had the interested co-operation of all institutions and agencies and many officials, staff members and other personnel. Documents and publications of boards and institutions have been supplied and many contributions made. The Staff of the Planning Board is most grateful for every help received.

Among those most helpful were Dr. E. E. Thrash, Dr. George Moody, Dr. Bill Moore, and Dr. Tom Meredith. Readers will note that Chapter II was prepared by J. R. Peterson, Chapter III by Dr. Woodrow Clark, Chapter V by Dr. Cleopatra Thomspon, Chapter VI by Dr. Milton Baxter, and Chapter VII by Dr. Tom Brooks. Chapters I and IV were prepared by the editor. Especial mention should be made of the services performed by Dr. Peggy Keheley, Dr. Gordon Rovelstad, Dr. Frank Morgan, Dr. Thomas E. Freeland, and Dr. Billy Bishop.

All who participated hope that this document will prove useful as background material for planning.

E. R. Jobe
Editor

CHAPTER I

DEVELOPMENT OF MISSISSIPPI POSTSECONDARY EDUCATION

In its proposed schedule of work for 1978-79 the Mississippi Postsecondary Education Planning Board assumed a major responsibility to prepare a status report of statewide planning for postsecondary education in Mississippi. Insofar as it proves to be practical the report will show existing planning efforts and results for the public universities, public junior colleges, private junior and senior colleges, and private or proprietory schools. Information was obtained primarily from published reports of the institutions as to goals and missions, and from letters and questionnaires, and public documents.

The Directory of Postsecondary Education Institutions in Mississippi-1977 published by the Postsecondary Education Planning Board lists institutions as follows:

Degree granting Institutions	43
Branches of degree granting Institutions	24
Business Schools	7
Cosmetology Schools	33
Flying Schools	18
Health Care Schools	3
Other	50
Total	171

The total enrollment reported by these institutions was 116,590 for the 1977-78 session.

Agencies involved in the governing, coordinating, registering, or planning for these schools include:

Board of Trustees of State Institutions of Higher Learning
Post Office Box 2336
Jackson, Mississippi 39205

Junior College Commission
Post Office Box 771
Jackson, Mississippi 39205

State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

Commission of College Accreditation
Post Office Box 2336
Jackson, Mississippi 39205

State Building Commission
1501 Sillers Building
Jackson, Mississippi 39205

Postsecondary Education Financial Assistance Board
Post Office Box 2336
Jackson, Mississippi 39205

Mississippi Aeronautics Commission
Post Office Box 5
Jackson, Mississippi 39205

Mississippi Board of Barber Examiners
414 Woolfolk Building
Jackson, Mississippi 39205

Mississippi State Board of Cosmetology
1804-1808 North State Street
Jackson, Mississippi 39202

Mississippi Commission of School and College Registration
Post Office Box 771
Jackson, Mississippi 39205

Mississippi Postsecondary Education Planning Board
1855 Eastover Drive
Jackson, Mississippi 39211

Governor's Office of Job Training and Development
Post Office Box 22808
Jackson, Mississippi 39205

Mississippi Authority for Educational Television
3825 Ridgewood Road
Jackson, Mississippi 39211

Mississippi Association of Proprietary Schools
Post Office Box 1192
North State Street
Jackson, Mississippi

Mississippi Association of Private Colleges
Millsaps College
Box 15417
Jackson, Mississippi 39210

Commission of Christian Education
Mississippi Baptist Convention Board
525 Mississippi Street
Jackson, Mississippi 39205

Planning for the establishment, growth, nourishment and control of a suitable state system of postsecondary education had its beginning in territorial times in Mississippi. All elements of society including religion, local, state and national governments, civic and professional groups and agencies were involved and continue to be involved.

Pressures from religious bodies and from the Federal government provided the earliest impetus toward the organization of institutions of postsecondary grade. The churches were looking for an educated and scholarly ministry and the Congress wanted a citizenship capable of operating a democracy.

Early landmark colleges established by religious groups were Elizabeth Academy, Oakland College, and Hampstead Institute which today has evolved into Mississippi College. In the course of time most towns and communities enjoyed the services of private "colleges" for various periods of time until public institutions began to thrive.

A listing of colleges with religion as a creative factor in this time follows. An asterisk indicates that the institution is defunct or changed to non-postsecondary grade. In addition to Oakland College* various Presbyterian groups established:

Belhaven College in Jackson
Reformed Theological Seminary in Jackson
Mary Holmes College in West Point
Mississippi Synodical College* in Holly Springs
Chickasaw Female College* in Pontotoc

The Methodist Church or Methodist groups were responsible for organizing:

Mississippi Industrial College in Holly Springs
Millsaps College in Jackson
Grenada College* in Grenada
Whitworth College in Brookhaven
Wesley College in Florence
Wood Junior College in Mathiston
Centenary College* in Brandon

Various Baptist groups in Mississippi organized:

Mississippi College in Clinton
Blue Mountain College in Blue Mountain
William Carey College in Hattiesburg
Clarke College in Newton
Natchez College in Natchez
Southeastern Baptist College in Laurel
Mississippi Baptist Seminary in Jackson
Hillman College* in Clinton
Ministerial Institute and College in Wesley

*Defunct

The Episcopal Church operated:

Okolona College*
All Saints Episcopal College* in Vicksburg

The Catholic Church operated:

Our Lady of the Snows* in Pass Christian
St. Stanislaus College* in Bay St. Louis

Churches outside of the State of Mississippi were active in the field of postsecondary education providing opportunities mostly for Blacks. Among institutions started by various outside religious groups were:

Tougaloo College in Jackson
Jackson College* now Jackson State University in Jackson
Rust College in Holly Springs
Southern Christian Institute* in Edwards

Colleges established by enterprising and dedicated individuals were:

Utica Institute* in Utica
Piney Woods Junior College in Piney Woods
Saints Junior College* in Lexington
Prentiss Institute in Prentiss
Meridian College* in Meridian
Iuka Institute* in Iuka

The Federal influence was exerted through the grants of townships of land for seminary and university purposes. The first school created as a result of this Federal funding was Jefferson College. The University of Mississippi, Alcorn State University, Mississippi State University and the Mississippi University for Women all received land grants.

Two colleges for Blacks created by religious or private groups or individuals were subsequently given to the State or County of origin and continue as publicly controlled and supported institutions. These are Jackson State University and Utica Junior College. The State for a time provided financial support for Tougaloo College, which has always remained under private control. The Mississippi Normal College, for Blacks, was organized at Holly Springs, and was operated as such until 1908. One other public institution, Harris Junior College, Meridian, Mississippi, operated for a time and was then closed.

The organization of school teachers and leaders secured the creation by the Legislature of Mississippi Normal College at Hattiesburg which is now the University of Southern Mississippi. Regional pressure from the Delta resulted in the creation of Delta State University and of Mississippi Valley State University, the last degree granting institution created by the Legislature.

*Defunct or changed

All of these institutions were created for the purpose of extending accessibility to more of the population of the state by geographical location and type of instructional program offered, except Alcorn State University which was established by the Legislature in 1871 as an offset to the University of Mississippi.

In addition to the public colleges and universities, and the private or denominational institutions there are a number of proprietory colleges in Mississippi. Very little data has been collected concerning this important sector of the postsecondary education establishment. The Directory of Postsecondary Education Institutions in Mississippi for the year 1977 lists 111 such schools with a total enrollment of 8,867 students.

The need to expand accessibility to higher education for rural youth in the years of 1920-1928 brought into being the highly successful Mississippi system of junior or community colleges. They are unique in that finance and control are provided in part by local governments. All counties of the State are now included in the junior college system which includes 16 colleges with an additional 11 branches.

Junior Colleges including branches are:

Coahoma Junior College, Clarksdale
Copiah-Lincoln Junior College, Wesson
    Natchez Branch, Natchez
East Central Junior College, Decatur
East Mississippi Junior College, Scooba
    Golden Triangle Branch, Mayhew
Hinds Junior College, Raymond
    Jackson Branch, Jackson
    Vicksburg Campus, Vicksburg
Holmes Junior College, Goodman
Itawamba Junior College, Goodman
    Tupelo Branch, Tupelo
Jones County Junior College, Ellisville
Meridian Junior College, Meridian
Mississippi Delta Junior College, Moorhead
Mississippi Gulf Coast Junior College, Perkinston
    Jackson County Campus, Gautier
    Jefferson Davis Campus, Handsboro Station
Northeast Mississippi Junior College, Booneville
Northwest Mississippi Junior College, Senatobia
    Southaven Branch, Southaven
Pearl River Junior College, Poplarville
    Hattiesburg Center, Hattiesburg
    Hancock County Center, Bay St. Louis
Southwest Mississippi Junior College, Summit
Utica Junior College, Utica

Along with the expansion of the junior colleges to increase accessibility and to meet the needs of all segments of the population

of Mississippi, a number of senior institutions have also created branches and diverse centers where the needs of older population groups can be satisfied. Among branches established by universities and senior colleges are:

Mississippi State University, Starkville
- Jackson Branch, Jackson
- Meridian Branch, Meridian
- Vicksburg Center, Vicksburg

University of Mississippi, Oxford
- Booneville Center, Booneville
- Jackson Branch, Jackson
- Southaven Center, Southaven
- Tupelo Branch, Tupelo
- Medical Center, Jackson

University of Southern Mississippi, Hattiesburg
- Gulf Park Regional Campus, Long Beach
- Jackson Branch, Jackson
- Jackson County Center, Gautier
- Natchez Regional Campus, Natchez

William Carey College, Hattiesburg
- Gulfport Branch, Gulfport

The Board of Trustees of Institutions of Higher Learning maintains the Gulf Coast Research Laboratory at Ocean Springs.

The list of public senior colleges and universities includes:

Alcorn State University, Lorman
Delta State University, Cleveland
Jackson State University, Jackson
Jefferson College*, Washington
Mississippi Normal College*, Holly Springs
Mississippi State University, Mississippi State
Mississippi University for Women, Columbus
Mississippi Valley State University, Itta Bena
University of Mississippi, University
University of Southern Mississippi, Hattiesburg

Research agencies include:

Gulf Coast Research Laboratory, Ocean Springs
Research and Development Center, Jackson
Agriculture Experiment Station, Mississippi State

*Defunct

SPECIAL STUDIES AND SURVEYS

Planning for higher education in Mississippi has been a continuous process interrupted from time to time by formalized studies or surveys of limited duration resulting in publication of a report. Funds to support these efforts have come from private donors, foundations, institutions, governing boards, and tax sources. Permanent changes resulting from the studies have sometimes been slow to develop but in most instances have been significant in importance.

Within a 50 year period beginning in 1927 there have been 10 statewide surveys plus a number of studies dealing with specific aspects of higher education, such as engineering, nursing, social work, architecture, medical education, research and development, curriculum, finance, and affirmative action.

Early in his administration as Governor, Henry L. Whitfield, who had been a State Superintent of Education and President of Mississippi University for Women, obtained a grant of funds from a friend for an evaluation of education in Mississippi. The report by M. V. O'Shea: A State Educational System at Work was published in 1927 and dealt with the entire scope of education. It set off a rash of inquiries and investigation into higher education, organization and administration sponsored by Governors, the Legislators, the governing boards, and the Southern Association of Colleges and Schools.

Governor Mike Conner secured funds to finance the Brooking Institute Survey of State Government 1932. This report contained a chapter on higher education recommending a single university system under the administration of a chancellor.

The Board of Trustees of Institutions of Higher Learning, reacting to financial problems caused by the depression in the 30's, engaged the Division of Field Studies of George Peabody College. The Report on Functions of State Institutions of Higher Learning in Mississippi was published in 1933 resulting in a long period of sharp controversy. The chief benefit from this study was the creation of the President's Council by the Board of Trustees of Institutions of Higher Learning, initially to advise them as to elimination of duplication.

Emphasis on eliminating duplication of academic programs with little or no attention to the requirements of accessibility has been a longtime deterrent in the development of adequate higher education in Mississippi.

As World War II drew to a conclusion the Southern Association of Schools and Colleges organized committees in the member states to consider curriculum implications for the post-war period. The Mississippi Committee published a report in 1944 urging that no new institutions be created to meet needs of returning veterans but that existing institutions, faculties and programs be expanded to serve the veterans.

Colleges were urged to make special provisions for handicapped veterans as well as those incurring other problems as a result of wartime services. Curriculum additions were suggested especially in the vocational and technical areas.

The Mississippi Study of Higher Education of 1945 conducted by Joseph E. Gibson, et al., followed the creation of a new constitutional governing board to be known as the Board of Trustees of Institutions of Higher Learning. Immediately after being installed in office this Board obtained a grant of funds from the General Education Board, a Rockefeller philanthropy, and produced a comprehensive program for higher education. The creation of a professional staff for the Board and the delineation of duties and responsibilities and relationships with the institutions were developed as a primary result of the study. Health education and the plans for Black institutions received attention. Dr. W. T. Sanger of Virginia Medical College was chief investigator for medical education and recommended the creation of a four year medical school located in Jackson.

In 1927 the presidents of the newly organized Junior Colleges of Mississippi formed an organization of presidents known as the Mississippi Association of Junior Colleges. The group gave immediate attention to the need for accessibility, available resources, and all problems relating to postsecondary education. No official report was published but the work of this group was incorporated in the catalogs of the several colleges, and the scheme for districting the state was created. Another result of this work was the establishment of the Mississippi Junior College Commission.

Gillan Report of Committee to Develop an Integrated State-wide Nurse Education Program for Mississippi was completed in 1948 and provided the guidelines used to develop nurse education in Mississippi to the present time (1978). Accrediting and supervising schools of nursing became the responsibility of the Board of Trustees of Institutions of Higher Learning by legislative enactment as suggested in this report. This study was commissioned by the Mississippi Commission on Hospital Care and involved the Mississippi State Nurses Association, State Board of Nurse Examiners, State Board of Health, League of Nursing Education, State Hospital Association, Mississippi Medical Association, Board of Trustees of Institutions of Higher Learning. The U. S. Public Health Services assigned Ruth Gillan as consultant for the study.

The General Education Board, ten years after the Gibson Study, was again solicited for funds by the Board of Trustees of Institutions of Higher Learning to conduct a state-wide study of higher education and published in 1954, the report Higher Education in Mississippi. Dr. John E. Brewton was director of the study. A significant proposal of this study was for increasing the professional staff of the Board and for the development and use of an objective formula for the distribution of state appropriated funds for the support of the several universities and agencies controlled by the Board.

The first comprehensive formalized investigation and study of education in Mississippi, supported and conducted by members of the Legislature was authorized in 1960. Nationally known consultants were employed, local or state education leaders were enlisted and a substantive report was published in 1961. The part dealing with the senior colleges and universities was entitled Institutions of Higher Learning. The junior college report was published as a chapter of the volume entitled Report of Mississippi Legislative Education Study Committee and Reports of Advisory Study Groups.

Two proposals presented in the junior college section have been followed in Mississippi, and illustrate the strength and character of Mississippi junior colleges. These are the maintaining of a single junior or community college system combining technical and general education programs, and the continuance of a limited number of college districts with additional needs being served by branches and extension operations.

Additional recommendations called for the establishment of more colleges for Blacks, continuance of junior college supervision under the State Department of Education, and better financial support for capital construction needs and for general expenses. At the time of the Report there were three colleges for Negroes, one of which has been terminated. No new ones were authorized.

In its Biennial Report of 1963 the Board of Trustees of Institutions of Higher Learning listed six recommendations of the Legislative Study which had been implemented by actions of the Board. Among these were actions relative to role and scope studies, allocation of funds, adoption of campus plans, and study of new programs.

Under the leadership of Governor Ross Barnett and with the support of the Legislature the Stanford Research Institute published in 1963 a report of Research and Development in Mississippi. A result of this study was the creation of the Mississippi Research and Development Center. In the planning of this agency a committee representing the Board of Trustees of Institutions of Higher Learning, the University of Mississippi, and Mississippi State University planned for a Universities Center for graduate studies in Jackson and one of the activities included as a result of this planning was the state-wide system of ETV. The Legislature later removed this program from the control of the Board of Trustees of Institutions of Higher Learning and created a separate authority to operate ETV.

As a part of implementation of the Legislative 1960 Study the Board of Trustees of Institutions of Higher Learning began an exhaustive role and scope determination program. Financed by funds from the supporting institutions and the cooperation of the State Building Commission, this work culminated in the publication in 1966 of Strengthening Mississippi's Higher Education Through Diversification, Cooperation, and Coordination.

Dr. E. V. Hollis began the study, and it was completed by Dr. S. V. Martorana. It was especially noteworthy in that it obtained the voluntary participation of public junior and senior institutions as well as most of the private colleges in Mississippi. Most colleges and universities published their separate findings and plans as to role and scope. Emphasis was placed particularly on extension and off-campus education programs. Guidelines for University Centers in Jackson and on the Gulf Coast were included. The role of the Board of Trustees of Institutions of Higher Learning and its staff in coordination was emphasized.

In 1967 the Legislature appropriated funds for an education study in Mississippi to be under the supervision of the Mississippi Research and Development Center. The firm of Booz, Allen, and Hamilton was employed for the Survey and in 1968 results were published under the title Statewide Education Study, State of Mississippi. This report proposed that the Board of Trustees of Institutions of Higher Learning be made responsible for supervision of junior colleges as well as the universities. It also recommended the creation of an advisory committee to the Governor and Legislature which would have some of the characteristics and function of the 1202 Commissions later created as a result of the passage of the Higher Education Act of 1965 as amended.

In the period of 1973 - 1975 and continuing to the present (1979) faculty, staff and governing Boards of the public junior and senior institutions were involved in a comprehensive and total review of all aspects of operation of higher education institutions resulting from a finding of the HEW that Mississippi was not in compliance with Title VI of the Civil Rights Act of 1964. A Plan of Compliance was submitted by the Board of Trustees of Institutions of Higher Learning but was rejected in 1974. The plan submitted by the Junior College Association was rejected in 1975. The Justice Department then entered a law suit already in progress claiming racial discrimination on the part of all colleges and universities in Mississippi. In a news release from the U. S. Office of Civil Rights dated February 2, 1978 the charge was made that "Mississippi submitted a wholly unacceptable plan."

Records and reports from the institutions and from the Board of Trustees of Institutions of Higher Learning indicate that the planning process in Mississippi during this period has been profoundly altered as a result of the studies and investigations conducted. Eliminating discrimination and enhancing the traditional Black schools have had a high priority in planning. Despite the fact that the Plan of Compliance was rejected by HEW the Board has adhered to the plan in encouraging minority enrollments, enhancing of Black institutions, eliminating duplication, and employing minority faculty and staff. The Board has secured special appropriations of funds from the Legislature to assist in progress toward compliance goals. An indication of the success of of the institutions in increasing access for minority students is the enrollment of 1881 Blacks in the state's graduate schools. This number

is 33 1/3% of all students taking graduate work in Mississippi. As a result of the enhancement of the predominantly Black institutions more than half of this number is enrolled in the graduate programs of the predominantly Black institutions. Another significant indication is the enrollment of 361 Black students in the 14 nursing schools of college grade in the state. This is 12% of the total enrollment in nursing.

Among junior colleges the increase in Black enrollment has moved 5 junior colleges up to or beyond the 20% mark of minority enrollment and one junior college reports 27.9% of Black enrollment.

In dealing with the lawsuit against the State of Mississippi the Federal District Court has entered consent orders in the cases of several junior colleges and others are being finalized. An indication of the concerns of the Court toward colleges and universities can be gleaned from a review of the requirements of the consent decree accepted by the Court for one of the Mississippi junior colleges. It calls for, primarily, emphasis to be placed on recruitment and retention of students of all races; recruitment and employment of Black professionals; providing appropriate recourse for any who experience discrimination and other supporting activities. Reports are to be filed with the Court annually for a period of four years.

Governor William Waller, using Federal funds for expenses, appointed a Select Committee for Higher Education to advise him in matters pertaining to higher education. The final report of the Committee was made in 1974. Emphasis was placed in this report on the need for more adequate financial support for the professional staff of the Board of Trustees; creation of a loan fund for additional student aid; more adequate financing for nursing education and continuing nursing education under direction of Board of Trustees of Institutions of Higher Learning; creation of an advisory committee similar to the 1202 Commission authorized by the Higher Education Act of 1965 as amended.

THE SIGNIFICANCE OF THE STUDY OF HIGHER EDUCATION IN MISSISSIPPI BY THE ACADEMY FOR EDUCATIONAL DEVELOPMENT*

The study of higher education in Mississippi during the 1978-79 academic year was of significance in several ways. The Academy for Educational Development was commissioned by the Commission of Budget and Accounting to provide the non-partisan expertise needed to assure the members of the Mississippi Legislature that expenditures for higher education were reasonably sound and efficient.

Some individuals in the nation have proposed that too much of state and national resources is being invested in higher education. The Mississippi report will give all parties concerned with state government and the operations of higher education an opportunity to think through this most essential element of our free society. Higher education proponents will once again be able to demonstrate that higher education is the

*Prepared by Dr. E. E. Thrash

"seed bed" for all aspects of progress in our state. There is no greater long-term investment of state resources than in public higher education. The report dramatizes the fact that Mississippi citizens invest a larger portion of personal income for higher education than do most states. This is as it should be. With the per capita personal income one of the lowest of the fifty states, all major segments of state government operations will command a larger portion of personal income from Mississippians. The citizens of the state have demonstrated that they are willing to pay the price for good access to higher education with a reasonable degree of excellence.

The AED study calls for a re-evaluation of state-wide planning and coordination of all phases of higher education. The Board of Trustees of State Institutions of Higher Learning has been challenged to be more specific in assigning the mission and scope of each university. Provision for higher educational opportunities must be balanced in such a fashion that excessive duplication and specialization will not unduly erode the degree of excellence of the various programs. To achieve maximum returns on the scarce resources invested in higher education, each institution must choose carefully those programs in which it can offer the best instruction. A few programs with low participation are desirable and justifiable even though expensive; however, the reports of the Academy suggest that an excessive number of Mississippi's programs have too small a student demand to merit their continuation.

Financing higher education in Mississippi in the years ahead may place a heavier burden on the students if projections of the report prove to be correct. Enrollments will more than likely stabilize or possibly decline, while inflation and fixed costs continue to rise. The Academy's report suggests that increased state appropriated funds could possibly be very difficult to obtain in the years ahead because other state government operations would more than likely have a higher priority demand on state resources than that of higher education.

The necessity for improved management information is probably the most significant element of the entire report. Acceptable reporting procedures will contribute greatly to the credibility in the operations of the institutions of higher learning. It is crucial that the governing board, the institutions and all segments of the legislative process strive diligently to achieve operational information with the highest degree of integrity.

Some measures of higher education standings

For comparison with other states as to the effectiveness of the postsecondary programs in Mississippi the following ratings are taken from Halstead's Statewide Planning in Higher Education, 1974.

1. Median school years completed by persons age 25 or older (1960)
   10.7 school years
   Ranking - 45

2. Percent of employed persons in professional, technical, and kindred occupations (1964)
   12.2%
   Ranking - 46

3. Personal income per capita (1970)
   $2,575
   Ranking - 51

4. Financial support elementary-secondary schools
   Expenditures per pupil - $1,358 (NEA estimate 1978-79)
   Ranking - 49

5. High school holding power (1970)
   66%
   Ranking - 50

6. Productivity - percent of high school graduates of the 17 year old population (1970)
   66.6%
   Ranking - 46

7. High school graduates per 1,000 population (1970)
   13.83
   Ranking - 32

8. Tax capacity, dollar amount (1970)
   $161
   Ranking - 51

9. Tax capacity per high school graduate (1970)
   $11,641
   Ranking - 48

10. Tax effort for higher education - Ratio of tax revenue to tax capacity (1970)
    140 (on a scale of 102-213)
    Ranking - 3

11. Percent of tax revenue going to higher education (1970)
    9.84%
    Ranking - 44

12. Support achievement in higher education relative to burden - Appropriation per high school graduate (1970)
    $1,560
    Ranking - 42

13. Appropriation of state tax funds for higher education per full-time equivalent student (1970)
    $895
    Ranking - 48

14. Number of high school graduates (1970)
30,653
Ranking - 31

15. College entrance rate - Percent of high school graduates enrolling in college the first year after graduation (1968)
64%
Ranking - 12

16. Percent of population within commuting distance of free-access college (1968)
65%
Ranking - 4

17. Current expenditures for instruction per degree-credit student at public universities (1970)
$744
Ranking - 43

18. Percent of high school graduates enrolled in public institutions in home state(1968)
52%
Ranking - 5

19. Percent of undergraduates attending college anywhere that attend public institutions in home state (1968)
80%
Ranking - 7

20. Percent of undergraduate enrollment of public institutions in junior colleges (1970)
30.7%
Ranking - 11

21. Percent of undergraduate enrollment which equals the Bachelor's degrees awarded (1970)
14.4%
Ranking - 10

22. Ratio of graduate and first-professional enrollment to Bachelor's degrees awarded by public institutions (1970)
67.6
Ranking - 47

NOTE:

Low rankings for Mississippi especially significant are in areas of:
(a) Finance
(b) Percents of persons in professions, technical and kindred occupations
(c) Enrollments in graduate and professional studies

CHAPTER II

NEEDS AND RESOURCES
THE UNSETTLED FUTURE OF POST-SECONDARY EDUCATION*

In looking at the future of post-secondary education I thought I would look not only at what changes are likely to occur, but also at what problems these changes would create. I also thought I would try to get some indication of what the users of your products will be looking for. The users, that is the the employers, are, of course, oriented to careers. Now career education is only part of what total education is supposed to be about. But nevertheless, the employers are strictly oriented toward trained people for their own use. I am sure you will continue to get the same complaints you always do. "Why do you turn out so many teachers when the demand is for plumbers?" On the other hand, these same users expect their own sons and daughters to be permitted to choose their own careers no matter what the market is for such careers. If they all want to be astronauts, you are supposed to prepare them as astronauts. But that attitude, of course, only applies to their own sons and daughters. In every other case, they will be expecting you to turn out the people they can use.

Probably, the first question is, "How many students will you be turning out in the future?"

And this is where your difficulties begin. Will you have fewer or more students to handle. And I think the answer depends entirely on how you approach the future. If you continue to be oriented toward a supply of 18-year olds, you can expect a continuing decline in enrollment until about 1990. On the other hand, if you can set up your processing procedure, if I might call it that, very flexibly I think you will have more students than you've ever had before.

Any look at the population by age group will show that the number of 18-year-olds will be far smaller in the future than now. A look at Mississippi shows that we passed the peak in number of 18-year-olds a year or two back. The number of black youngsters is down substantially--a result of the heavy out-migration in the sixties. The number of white 18-year-olds seems to have been about steady for the last few years, but by 1980 the white 18-year-olds will have been reduced in numbers as well. We also have to face the fact that some 18-year-olds don't want to go to college. I am not talking about those who would never have gone under any circumstances; I mean those whose families would want them to go but who would rather work with their hands or enjoy what they call the simple life. But I also feel that since the value of the bachelor's degree has depreciated, careers that once only required a high school diploma now are likely to require a bachelor's degree. Furthermore, many students,

*This chapter was prepared for presentation at the 1978 Conference on Higher Education, Biloxi, Mississippi, by J. R. Peterson.

of course, stay on longer than they did before for graduate school. In other words, the trends are contradictory. But the major factor that will contribute additional students is the fact that there is a definite trend upward in the number of older people going to college.

In 1976, 100,000 more students over age 35 entered college than had entered in 1974. This entire increase was at the undergraduate level. The colleges are beginning to pick up a great many of the late bloomers -- those who could not wait to leave school and go to work or not go to work, once they had left high school 15 or 20 years ago. A great many of them are reformed rebels. A recent study indicates that the rebels of the sixties are today's conservatives. Now that they have changed their goals in life, they are anxious to educate themselves to attain those goals. Then there is the area of continuing education whether for credit or not for credit, that was started as an experiment by the schools themselves and has now become almost a way of life for a large section of the population. This older group provides not only more interested students but more interesting students. The professors will find far less here of the need to pound knowledge into very resistant skulls.

Probably the majority of all students are career-oriented as I indicated the users of the graduates are. But I think it is very probable that this is truer of the very young than of the new group of older students. The young ones, coming right out of high school, know that they want to learn to make a living. They also "know", if I might use that term, completely what courses they ought to take. All of you have encountered among the career-oriented a distinct antipathy to the humanities. If I may quote a budding engineer who was being forced to take American History, "Who cares about those old guys?" And it could very well be that their attitude is formed by the kind of schooling they have received. I can certainly testify that my high school experiences with Shakespeare turned me off for more than ten years. But I think that these young students who go to school to learn to make a living, may eventually return to learn how to live. Among the young career-oriented money is the end in itself. Later they may discover the liberal arts as a pleasure in themselves.

The growth of adult education is very rapid. The Bureau of the Census estimates that one out of three adults will take a course next year. This sounds like a very high number and it might be a kind of statistical lie. If one adult out of every nine takes three courses next year, you would get the same statistical results. In any case, many will want career courses. Many will want do-it-yourself courses. And many will be taking courses in order to make life more pleasant -- hoping, perhaps to learn something that will permit them to go beyond television and beer. It is very likely that the more cosmopolitan the area, the less likely it will be that school will stop for people, and a considerable amount of the student body might very well be composed of senior citizens.

Now, accommodating students of all ages is nothing new to most larger universities. But accommodating them at their convenience rather than at yours might set impossible tasks. At a university I was associated with for nine years I found the faculty definitely opposed to granting degrees at night despite the demand for it from the more sophisticated local industry. More than one faculty member expressed himself to me with the attitude that the companies should let their employees off during the daytime. This will undoubtedly be a problem here in this state in the future. A great deal of the demand for education will be for night education -- a definite problem for the schools. But if the general population starts going to school the way once only teachers did, that is forever, it might be possible to fill up classes where once only two or three students could fit their schedules to available classes. What this says, of course, is that the metropolitan schools will have the advantages. They will be able to, if they work at it, arrange for cooperation among colleges. They will be arranging for borrowing professors. Without a doubt, there will be a requirement for part-time professors, and I can see some uneasy stirring in the chairs when I mention that one. But you already handled this kind of situation by hiring people to teach at night who have business jobs in the daytime.

Now I haven't mentioned anything yet that hasn't been done somewhat already. What I am saying is that this form of operation can easily become the norm over the next ten years. By about 1990 you can expect not only the continuation of this kind of activity, but an increase in the flow of 18-year-olds again.

In the meantime, all colleges that depend on a continuous flow of 18-year-olds will have a very hard time. The rural colleges will find it difficult. Those colleges that remain Black will find it difficult, if the Census Bureau is correct.

To return to careers, all the trends point to a continuing increase in the growth of the information business. The growth of the information business has been phenomenal. This includes everything from librarians through computers to advertising. It also includes a great deal more technology. Almost 50 percent of the total employment in the United States now is in the business of transmitting or storing information. So you will need to train many more information specialists. You will need to keep up with the technology of the business.

Despite constant talk about a surplus of lawyers, I am firmly convinced we will need more -- not for practicing law necessarily but to interpret and handle the best quantity of federal requirements, regulations, and jargon. I consider this the information business -- not the legal business. Despite all of the conversation and numerous articles about plans for reducing federal paperwork and federal regulations, I think the problem will continue to increase.

A review of business needs, a review of the kinds of meetings and conventions that have been going on, and a review of lists of hard-to-fill jobs show a continuing need for more sophisticated vocations. The shortages reported most, by several orders of magnitude, are technological ones. Now there have always been shortages of good mechanics and good machinists, but the shortages appearing now and the shortages we expect in the future are primarily for technologists. These are graduates with a two-year associate degree in some form of technology. These are people who can hit the ground running; people who can start to earn their own living making money for the employer the day they arrive. They can use tools and meters and go to work immediately. Four year bachelor's degree engineers, on the other hand, need to go into training with a company before they can start paying their own way. Now there is, I will admit, one exception that I know of to the need for a graduating engineer to go into training. This exception exists if he goes to work for the federal government. One of our own Mississippians graduating from an engineering school was offered a job by a power company. They told him if he worked hard, within five years he should know enough to design power plants. The graduating engineer went to work for the federal government instead, where he could immediately start to write regulations on the design of power plants. Perhaps there is some connection with the cost of your electricity.

There will be a real need in the very near future for people to manufacture very sophisticated equipment. There will be a real need to supply people who can service very sophisticated equipment. Now that the country is no longer a leader in manufacturing efficiency, we are losing our battle with foreign competition. Therefore, this country must once again pick up the interrupted trend toward automation if we are to survive. Now automation requires employees but requires fewer employees with much higher skills than those to which we are accustomed. For example, we have in Jackson County a shipyard which we call the shipyard of the future. Although the process has been adapted to the assembly line technique, it is not automated. The investment is about $130 million dollars and employment is 25,000. In the same county we have a refinery with twice the investment and 600 employees. Put another way the shipyard has one-half the investment and 40 times the employment. The operation at the refinery is almost fully automated and requires far fewer people.

If automation is to be forced on us the employees required will be of the type we are not supplying from our schools at all now. In fact there are very few places in the South supplying such people. What will be the result? Well, perhaps industry will move north reversing a 30-year trend.

Incidentally, I think a good argument can be made for a two-year associate degree in agricultural technology. Every farmer doesn't need

to be an agricultural engineer, but vitality and a strong back are not enough; and, there is more technology in farming than there is in manufacturing, so far.

Of course, all the forecasts include an actual shortage of four-year engineers, also a result of technology.

And of course, there is a definite decline in all forecasts in the demand for primary and secondary teachers. I would like to think, however, that there would be a demand for qualified teachers of economics and for many improved teachers in English. In medicine it looks as if we will have enough surgeons but not enough general practitioners.

I have talked about the need for technologists, but perhaps even more important in the future is the fact that technology does not stand still. All the trends indicate that careers of the future will require lifelong education. The technologists and the engineers will need constant updating and upgrading to keep up with the changes. Since there has not been, in the past, the need for so many technologists and engineers much of this upgrading and updating has been in-house. It has been done by the companies themselves.

Will it remain so in the future? When the number will be so much higher? I think that if the post-secondary school efforts are not completely oriented to the students' needs and understanding, the answer will have to be yes. The training will continue in industry. I have just finished reviewing a course for government officials. Unfortunately there is no in-house training there. The textbook is clear. The course prepared from the text is not clear. (1) It emphasizes theories that are not suitable for the audience, and (2) the language is "upgraded" to a higher level of obscurity. Now this is not an isolated case, and I think both of these faults are part of a college syndrome. Furthermore, I do not think it is going to be easy to cure. It is not easy for a college faculty member to write for a different level of understanding and I will refer to that again.

But even improving the language, and yes I will call it that, will not matter if you can't finance the new education. It is customary to ask the state for what you need, but there will not be much state money in the future. Originally, we estimated that the general fund would have 56 million dollars. The Legislature is spending about 100 million dollars more. The Legislature has eliminated 63 million dollars in taxes. Furthermore, 28 million of any increase is committed in advance by the law. I actually believe that the state will have to spend less for fiscal year 1980 than for fiscal year 1979. Moreoever, there is likely to be a slowdown in the economy.

So your future is likely to depend largely on what goes on in Washington. There is the President's new program. If it goes through

will it last more than a couple of years? There is also a big push to take education out of the Department of Health, Education, and Welfare and create a brand new Department of Education. If this happens, will it help you or will it hurt you for the first couple of years while everybody is trying to find out who is in charge of what? Then of course, funding from the federal government depends to a large degree on a number of things which I will lump under the heading of compliance. I don't need to talk to you about that subject. Lewis Nobles did an excellent job on the subject a year ago. But if you are expecting any real increase in financial support you will probably have to get it from Washington. That means working your way through all of the bureaucracy, the red tape, and the regulations. Then you will have to get your message across not only to the federal government, but to the state government, and to the business world.

I don't think you are getting your message across!

When I was asked to talk on the future of post-secondary education, I looked at the literature first. First of all, there is far too much of it -- a problem that exists nowadays in every field. I am reminded of the remark by an eminent physicist some years ago when he said he was reconciled to the fact that, "They can write articles faster than I can read the titles." But in trying to read the education literature I came to the conclusion, as an outsider, that much of what there is is in jargon, educationese if you will, and some of it has only one value -- to add to the biographical sketch of the author so that he can get a promotion. I am not going to argue that this is an unfit purpose. Actually it probably fits an important niche in the "publish or perish" philosophy. This philosophy seems also to have engendered some fictitious societies whose only reality exists in letterheads. But whether or not this particular purpose has value, it makes it very difficult to find the wheat in the chaff. The articles outside the education journals are readable but are they correct? I think some of them have created bogies that don't exist but will have public acceptance. The articles in the educational journals are often in an obscure language. This, I believe, creates a serious problem. I believe that the educational fraternity should be communicating not only with one another but with the outside world. Going over some of the material, I found the articles impossible to read, impossible to validate, and impossible not to be duplicates of other articles. In fact I think that articles have become ends in themselves.

If the future of post-secondary education includes a continuation of the paper trend I think a major profession in the future will be paper storage.

I looked elsewhere to see where we were going. The literature outside the education fraternity is not very sympathetic. The media often distort the situation. On occasion they set up straw men to be knocked down. But I have my own doubts about the value of education when I get

applications for jobs from practicing school teachers who can neither spell nor write a decent sentence. I particularly remember the application I received from a teacher in the Jackson schools whose father is a very prominent businessman in town. She could not even spell the name of her major.

What I am getting around to is the fact that you folks in the post-secondary business are sold on your goals. You are sold on what you're doing. But the people outside the profession are not so sure.

I think you are going to have to decide, right away, whether you want to face the changing world of education -- a world where many students are likely to know more than their teachers. A world with the most heterogeneous grouping of students. If you want to face it you will have to plan carefully. But more than anything, you will have to explain it clearly, simply, and as interestingly as if you were talking football.

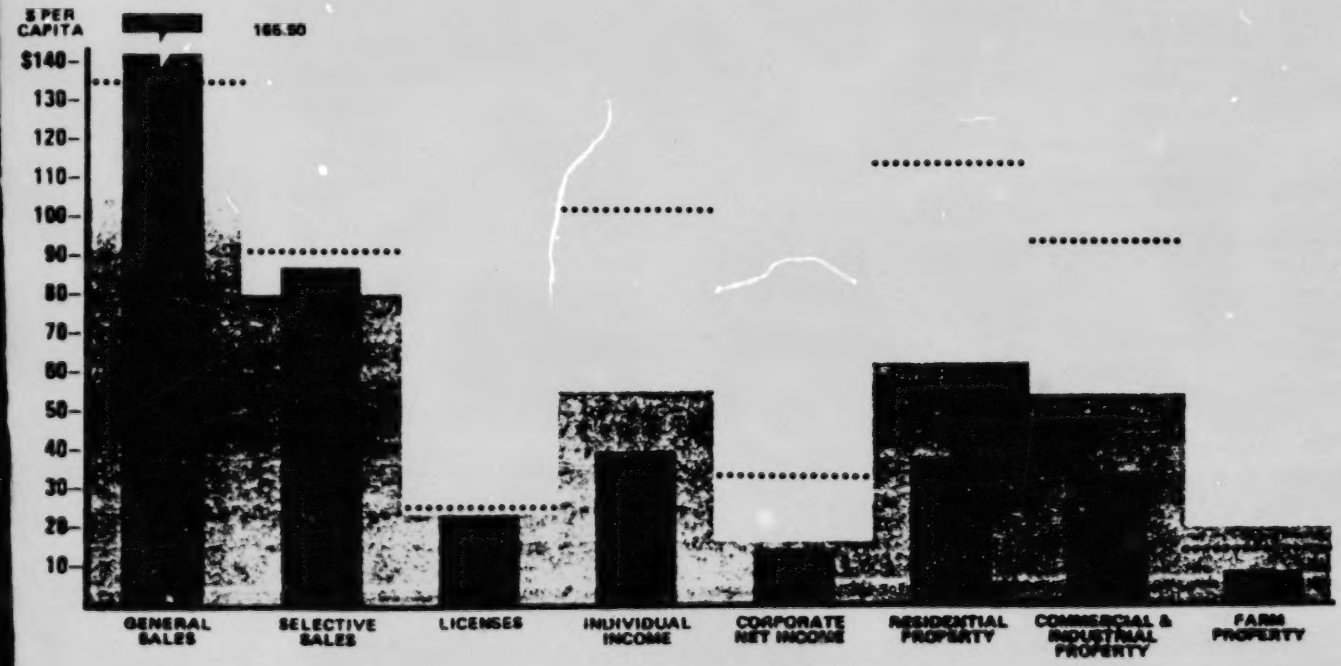
Capacity and effort measures, State rankings, and percent distribution of taxes of State and local governments, by type of tax, 1975

	ALL TAXES	SALES AND GROSS RECEIPTS: Total	SALES AND GROSS RECEIPTS: General Sales	SALES AND GROSS RECEIPTS: Selective Sales and Gross Receipts*	LICENSES**	INDIVIDUAL INCOME	CORPORATION NET INCOME
Indexes							
Capacity	70 *(51)*	81 *(51)*	77 *(51)*	87 *(49)*	91 *(47)*	55 *(51)*	53 *(42)*
Effort	97 *(16)*	136 *(5)*	157 *(4)*	109 *(15)*	93 *(25)*	71 *(35)*	88 *(31)*
Amounts							
Potential	$1,048,969	$432,934	$247,399	$185,535	$57,036	$130,417	$38,356
Collected	1,022,431	588,866	387,445	201,421	52,781	92,687	33,704
Over (Under) Utilized	−26,538	155,932	140,046	15,886	−4,255	−37,730	−4,652
Percent Distribution of Capacity							
State	100.0%	41.3%	23.6%	17.7%	5.4%	12.4%	3.7%
U.S.	100.0%	35.4%	21.3%	14.1%	4.2%	15.7%	4.9%
Amounts per Capita							
State Capacity	$448.09	$184.94	$105.68	$79.25	$24.36	$55.71	$16.38
State Revenue	436.75	251.54	165.50	86.04	22.55	39.59	14.40
U.S. Capacity	642.76	227.49	136.60	90.89	26.85	100.69	31.18

	SELECTIVE SALES AND GROSS RECEIPTS*							LICENSES**				
	Motor Fuels	Alcoholic Beverages	Tobacco Products	Insurance	Public Utilities	Parimutuel	Amusement	Motor Vehicle	Motor Veh. Operator	Corporations	Alcoholic Beverages	Hunting & Fishing
Indexes												
Capacity	107 *(23)*	72 *(42)*	89 *(38)*	71 *(48)*	70 *(46)*	0 *(32)*	27 *(51)*	94 *(42)*	102 *(23)*	64 *(50)*	34 *(46)*	157 *(17)*
Effort	133 *(3)*	89 *(27)*	88 *(35)*	155 *(5)*	21 *(40)*	0 *(30)*	323 *(4)*	73 *(43)*	103 *(25)*	194 *(9)*	310 *(3)*	77 *(37)*
Amounts												
Potential	$98,302	$16,374	$33,313	$13,743	$23,506	$0	$297	$40,913	$3,181	$7,302	$544	$5,096
Collected	130,520	14,520	29,292	21,235	4,896	0	958	29,663	3,285	14,199	1,687	3,947
Over (Under) Utilized	32,218	−1,854	−4,021	7,492	−18,610	0	661	−11,250	104	6,897	1,143	−1,149
Percent Distribution of Capacity												
State	9.4%	1.6%	3.2%	1.3%	2.2%	0.0%	0.0%	3.9%	0.3%	0.7%	0.1%	0.5%
U.S.	6.1%	1.5%	2.5%	1.3%	2.2%	0.5%	0.1%	2.9%	0.2%	0.8%	0.1%	0.2%
Amounts per Capita												
State Capacity	$41.99	$6.99	$14.23	$5.87	$10.04	$0.00	$0.13	$17.48	$1.36	$3.12	$0.23	$2.18
State Revenue	55.75	6.20	12.51	9.07	2.09	0.00	0.41	12.67	1.40	6.07	0.72	1.69
U.S. Capacity	39.07	9.67	15.93	8.22	14.36	3.18	0.46	18.55	1.32	4.89	0.69	1.39

NOTE: *Amounts are in thousands of dollars, amounts per capita are in dollars. Italics indicate State rank.*

	PROPERTY						
	Total	Residential	Commercial & Industrial	Farm	Public Utilities	DEATH AND GIFT	SEVERANCE
Indexes							
Capacity	66 *(50)*	55 *(49)*	58 *(49)*	145 *(16)*	105 *(20)*	41 *(47)*	57 *(23)*
Effort	61 *(40)*	62 *(39)*	64 *(39)*	43 *(44)*	68 *(39)*	74 *(32)*	197 *(4)*
Amounts							
Potential	$372,836	$143,999	$126,515	$45,350	$56,972	$6,416	$10,974
Collected	228,076	89,079	80,958	19,400	38,639	4,730	21,587
Over (Under) Utilized	−144,760	−54,920	−45,557	−25,950	−18,333	−1,686	10,613
Percent Distribution of Capacity							
State	35.5%	13.7%	12.1%	4.3%	5.4%	0.6%	1.0%
U.S.	37.6%	17.5%	14.4%	2.1%	3.6%	1.0%	1.3%
Amounts per Capita							
State Capacity	$159.26	$61.51	$54.04	$19.37	$24.34	$2.74	$4.69
State Revenue	97.43	38.05	34.58	8.29	16.51	2.02	9.22
U.S. Capacity	241.72	112.37	92.87	13.40	23.08	6.66	8.17



CHAPTER III

FINANCING POSTSECONDARY EDUCATION IN MISSISSIPPI

There are situated in Mississippi more than 160 instructional institutions offering some programs which require at least the equivalency of high school graduation for admission. For the purpose of this report, these institutions are classified into the following categories:

1. State Universities
2. Public Junior College
3. Private or Church-Related Colleges
4. Proprietary Schools offering Postsecondary Level Instruction

The above grouping does not provide a summary presentation of the possibility of analyses for the individual institution as may be desired in a more careful study when such items as unit costs are considered. This summary is more directly concerned with resources available because balanced budgets are imposed by law, or by the policies of governing boards, or even by the profit requirement for proprietary schools. All require the limiting of the offerings of instruction, research, or service to the immediately available resources of support.

Hence, this presentation is approached in order to summarize the status of support sources and the relative importance of each when compared to the total prospect of financing each of the above broad types of post-secondary institutions in this state.

1. The State Universities. Public senior-grade higher education in Mississippi is under the control of a single governing board set forth in the State Constitution. While not specifically called a "state department of Higher Education," this Board of Trustees must compete even with the lesser state departments for an equitable share of state resources as appropriated by the State Legislature. The state appropriated support for operating the state universities is by far the most important source of operational funds. This importance is not fully reflected in a simple percentage of total support. The State of Mississippi by legislation and by public demand imposes many requirements of service upon the state universities, often with no increase in financial support. When a "Needs" budget is filed, that is conceived as a required minimum statement of financial resources necessary to provide an acceptable return by reputable university people, and for this budget to be proved to the point that the State denies to itself the services it has mandated, and imposes upon highly qualified university people a demand for "contributed services" and/or mediocrity of performance, the people of the State--not the state government--is the loser.

A. The State Legislature in recent years has appropriated a "lump-sum" amount directly to the Board of Trustees for dividing out to the eight universities and the Gulf Coast Research Laboratory. This state support fund has traditionally failed to be sufficient in providing

needed support for vital institutional areas. The universities have all "dropped behind" in library resources, in equipment, in hiring and keeping qualified personnel, and in research and public service. This has required the Board of Trustees many times either to saddle students' families with a heavier burden to attend a state university, or denied to students course offerings which were vital to their educational programs. It has been impossible for any board to use successfully objective allocations formula of geometric dimensions that has been reduced percentage wise by a state agency like "packing a bale of cotton". These funds amount to $111,581,456 for FY 1980.

b. The State Legislature also appropriated to the Board of Trustees funds for its administration of some 20 budgets of separate agencies or programs under the control of the Board. These separate programs account for from [illegible] to 38% of the total support appropriations to the Board of Trustees. Among these are medical education, experimental activities and public service functions related to instruction support. These funds amount to $64,004,205 for FY 1980.

C. The legislature provides two types of support to the state universities: funds for new construction line-itemed by the legislature and administered by the State Building Commission, and renovation and repair (R & R) funds generally appropriated to the State Building Commission for allocation to all applying state agencies including the state universities. Recently through the use of Revenue Sharing federal funds, the new construction has fared better than the funds for the repair and adaptation of older structures, the support of which has been usually from the state general funds.

D. Financial support for the state universities other than from the legislative appropriations comes from (1) auxiliary enterprises, (2) "self-generated" income from gifts and grants and endowments, etc., and (3) student charges to support educational and general operations. FY 1980 income for each of these is expected to be about:

(a)	Auxiliary enterprises	$50,000,000 estimated
(b)	Other "self generated" income	10,150,000 estimated
(c)	Student charges (E & G)	45,000,000 estimated

FORMULAS FOR ALLOCATING FUNDS

The creation of a single governing board for state institutions of higher learning in 1932 occasioned the legislature's appropriations of a lump sum for the support of the several institutions and its dependence upon the Board of Trustees of State Institutions of Higher Learning to allocate the money equitabily among the universities and colleges. During the decade of the thirties enrollments were somewhat

static and funds also were limited. The allocation was made on a historical basis using the budget of the previous biennium with any additions for which funds were appropriated and which were authorized by the Board.

Following World War II enrollments grew rapidly, funds were more available and missions and goals of the institutions began to change. The historical approach while objective in its operation tended to hold the mission of a growing institution static. In 1961 the Board of Trustees of State Institutions of Higher Learning decided to make the allocation by the use of a formula developed by the staff of the Board which provided flexibility to the institutions for expanding goals and purposes and aided the Board in molding the mission and scope of an institution by providing funds for functions rather than to the institutions on a historical basis. The formula as reported in 1961 follows:

FORMULA FOR DETERMINING
ALLOCATION REQUIREMENTS -- 1962 REVISION

The allocation of support funds required for each institution shall be determined by uniform estimates of receipts and expenditures based on Board approved standards and shall be the difference between approved estimated expenditures and approved estimated other receipts.

Items of expenditures included are:

1. Instruction
2. Plant operation and maintenance
3. Administrative and general expense
4. Library
5. Organized research

The following items of income shall be included:

1. Student fees (12 months)
2. Out-of-state tuition
3. Other income

Standards for calculating the above items are as follows:

Expenditures

Instruction: Costs of instruction shall include salaries of teaching staff, researchers, administration of teaching, graduate assistants, as follows:

1. Teaching positions based upon semester hour production at 3 levels of study, and law.

2. Research positions based upon 10 positions to each school with one or more departments authorized to grant Ph.D.'s and 2 positions additionally to be allowed a school for each department more than five giving the Ph.D. degree.

3. Administrative positions based upon one position to 7.3 teaching positions.

4. Graduate assistants--one for each department granting M.A. degree, plus one additional for each ten enrollees or major fraction thereof more than 10 in the department.

5. Non-academic positions at rate of one to 10 academic positions.

6. Fellowships and scholarships: $20 per FTE undergraduate student, and an allowance of $100 per FTE graduate student.

7. Summer session calculated as above for teaching positions only.

8. Instructional expense at rate of $1.0341 per student semester hour produced.

9. Research expense at rate of $1.00 for each $2.79 of instructional expense.

10. Allowance of 5 positions for each exclusive authorization for a school such as Agriculture, Forestry, Law, and Pharmacy.

11. Average salary for teaching position--$6,000.00.

Administration and General: An allocation of 35.43% of the instructional allowance for institutions enrolling 3,000 or more; and 63.31 for those with less than 3,000.

Library: An allocation of 7.18% of the instructional allowance for institutions enrolling more than 3,000; and 14.99% for others.

Organized research: $25,000 to be allowed for each program of organized research specifically authorized by the Board, the administration of which is supported entirely from educational and general funds.

Plant Operation: An allowance of $100 per acre for area assigned to main campus. An allowance of $0.62 per square foot for maintenance of academic and administrative buildings, and $0.30 per square foot for other non-resident buildings.

Receipts

Student fees: The calculation includes the regular session and the summer session. The regular session full-time-equivalent enrollment shall be multiplied by $200. The summer average enrollment shall be multiplied by $100.

Out-of-State fees: The calculation is based upon the out-of-state enrollment multiplied by $250.00.

Other income: Recurring appropriated funds, state, local and federal will be deducted, endowment funds excepted.

Enrollments

In making the above calculations the full-time-equivalent on-campus enrollments of the preceding fall session and the preceding summer [illegible] shall be used.

Revisions of the formula have been made each year, usually enlisting aid from the institutions and their personnel. The procedure has been effective in determining budget requests and in obtaining an equitable distribution of funds.

2. Financing the Public Junior Colleges. The public junior college in Mississippi is also the vocational-technical institute with respect to the state and federal support of vocational education. This function is of rather recent origin but is a fundamental feature of the two-year public college in Mississippi.

The Mississippi junior college began as a college-level extension of the Agricultural High Schools generally, particularly extending the college transfer programs of the general curricula. The local district was looked upon to provide most of support funds for the college. Up to three mills of taxes were allowed for operational support at the discretion of the boards of supervisors of supporting counties. Also, up to three mills was allowed for providing facilities from each supporting county. Few mandatory provisions were imposed upon a supporting county and had to do only with not reducing the level of support.

On the creation of the Mississippi Gulf Coast Junior College District the junior college board of trustees could design a support budget for the legal district and boards of supervisors of each belonging county were mandated by law to provide up to four mills to provide the necessary local budget support. This law applied only to the Gulf Coast district.

The inequity of the permissive local millage has made the junior college board look to the state for essential operating support. Instead of remaining a tuition-free institution, many boards of supervisors have withheld needed support to the extent that student families had to pick up an increasingly larger tab of costs for educational and general operations costs of the junior college. Many so-called supporting counties provide less than half of the legal limit of tax support for the supported junior college. FY budget estimates indicate the following average percentages of support funds as to source:

(1)	State	60%
(2)	District	16%
(3)	Federal	7%
(4)	Student	16%
(5)	Other	1%

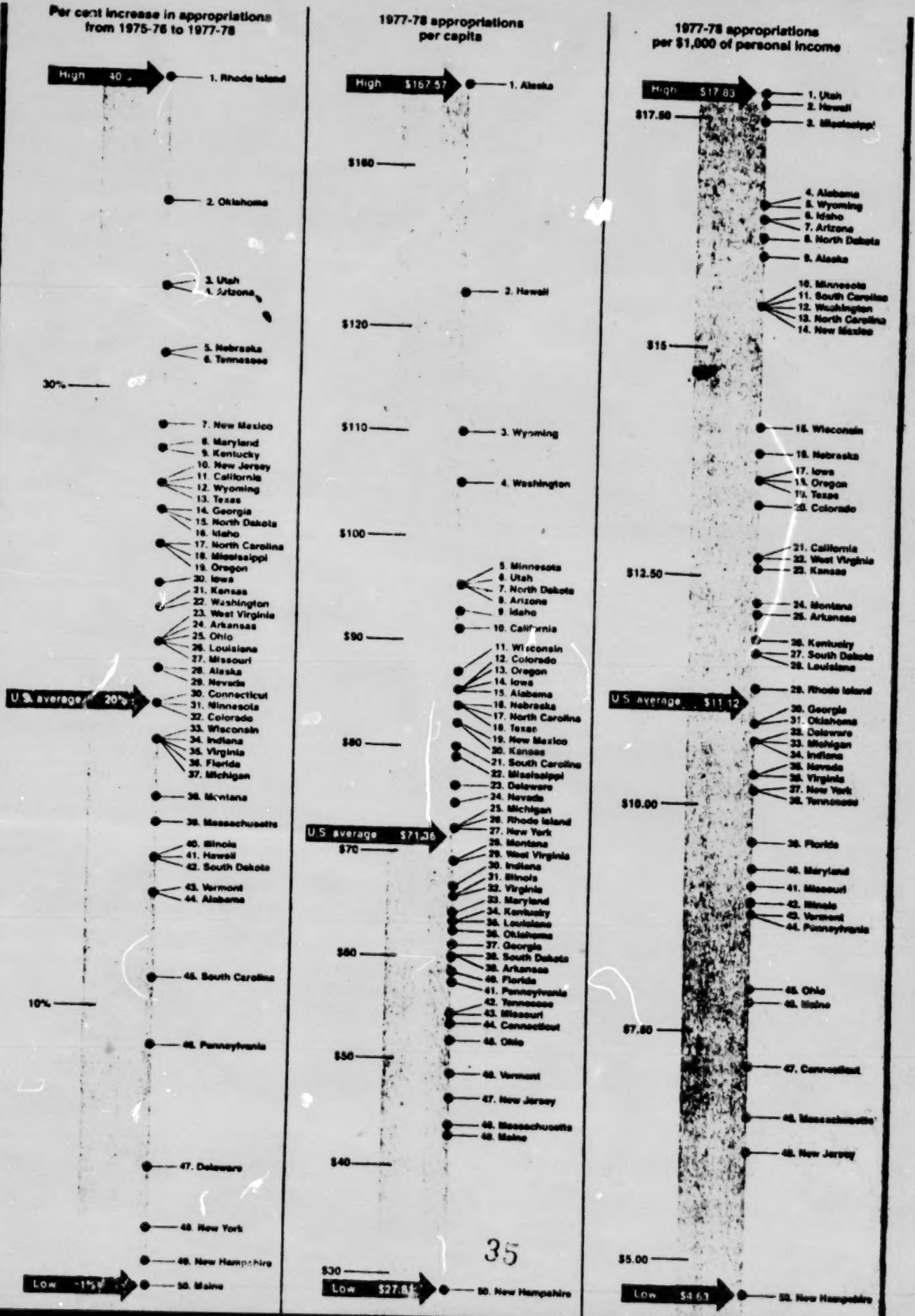
The total operational budget aggregate for the public junior colleges for FY 1980 is expected to exceed $90,000,000.

3. Financing Private Higher Education. There are 18 post-secondary education institutions in Mississippi owned by private or church groups. Southern Baptists in Mississippi operate four institutions which involve about half of the total students attending these schools and about 55% of the total support funds for these 18 schools. In these schools the 1978 support budgets aggregated better than $20,000,000, of which income the following sources were tapped:

(1)	Students	65%
(2)	Gifts and Grants	25%
(3)	Endowments	3%
(4)	Other	2%

4. The Proprietary Postsecondary Education Programs. Little data are available on the financing of postsecondary education programs conducted for profit in the state. Two or more of the larger schools have small incomes from endowment funds or property. Some schools are eligible for their students to receive federal grants or loans. There are indications that through careful and efficient operations, some of these more reputable schools are able to assure total per student program costs to be less than some public subsidized or operated programs.

The students pay almost all of the costs of operating the proprietary postsecondary school in Mississippi.


Per cent increase in appropriations from 1975-76 to 1977-78
High 40 ...
1. Rhode Island
2. Oklahoma
3. Utah
4. Arizona
5. Nebraska
6. Tennessee
30%
7. New Mexico
8. Maryland
9. Kentucky
10. New Jersey
11. California
12. Wyoming
13. Texas
14. Georgia
15. North Dakota
16. Idaho
17. North Carolina
18. Mississippi
19. Oregon
20. Iowa
21. Kansas
22. Washington
23. West Virginia
24. Arkansas
25. Ohio
26. Louisiana
27. Missouri
28. Alaska
29. Nevada
U.S. average 20%
30. Connecticut
31. Minnesota
32. Colorado
33. Wisconsin
34. Indiana
35. Virginia
36. Florida
37. Michigan
38. Montana
39. Massachusetts
40. Illinois
41. Hawaii
42. South Dakota
43. Vermont
44. Alabama
45. South Carolina
10%
46. Pennsylvania
47. Delaware
48. New York
49. New Hampshire
Low ...%
50. Maine
1977-78 appropriations per capita
High $167.57
1. Alaska
$160
2. Hawaii
$120
$110
3. Wyoming
4. Washington
$100
5. Minnesota
6. Utah
7. North Dakota
8. Arizona
9. Idaho
10. California
$90
11. Wisconsin
12. Colorado
13. Oregon
14. Iowa
15. Alabama
16. Nebraska
17. North Carolina
18. Texas
$80
19. New Mexico
20. Kansas
21. South Carolina
22. Mississippi
23. Delaware
24. Nevada
25. Michigan
26. Rhode Island
27. New York
U.S. average $71.36
$70
28. Montana
29. West Virginia
30. Indiana
31. Illinois
32. Virginia
33. Maryland
34. Kentucky
35. Louisiana
36. Oklahoma
37. Georgia
$60
38. South Dakota
39. Arkansas
40. Florida
41. Pennsylvania
42. Tennessee
43. Missouri
44. Connecticut
45. Ohio
$50
46. Vermont
47. New Jersey
48. Massachusetts
49. Maine
$40
$30
Low $27.8...
50. New Hampshire
1977-78 appropriations per $1,000 of personal income
High $17.83
1. Utah
2. Hawaii
$17.50
3. Mississippi
4. Alabama
5. Wyoming
6. Idaho
7. Arizona
8. North Dakota
9. Alaska
10. Minnesota
11. South Carolina
12. Washington
13. North Carolina
14. New Mexico
$15
15. Wisconsin
16. Nebraska
17. Iowa
18. Oregon
19. Texas
20. Colorado
21. California
22. West Virginia
23. Kansas
$12.50
24. Montana
25. Arkansas
26. Kentucky
27. South Dakota
28. Louisiana
29. Rhode Island
U.S. average $11.12
30. Georgia
31. Oklahoma
32. Delaware
33. Michigan
34. Indiana
35. Nevada
36. Virginia
37. New York
38. Tennessee
$10.00
39. Florida
40. Maryland
41. Missouri
42. Illinois
43. Vermont
44. Pennsylvania
45. Ohio
46. Maine
$7.50
47. Connecticut
48. Massachusetts
49. New Jersey
$5.00
Low $4.63
50. New Hampshire

CHAPTER IV

MASTER PLANS; ROLES; and SCOPES

Master plans are currently being developed for autonomous institutions, for groups of institutions and for statewide higher education establishments. Master plans can be approved by governing boards of separate institutions, or of groups or systems of institutions. In Mississippi there is no agency authorized to coordinate all sectors of higher education or to develop and adopt a statewide master plan including public junior and senior institutions, private, independent, and proprietary schools. The Academy of Educational Development, in its report to the Mississippi Commission on Budget and Accounting in 1979, suggested that "the Junior College Commission and the Board of Trustees of State Institutions of Higher Learning develop with the assistance of the Postsecondary Education Planning Board a master plan for postsecondary education that clearly defines the role of each institution." Presumably the Postsecondary Education Planning Board would represent the independent and proprietary schools so as to produce comprehensive guidelines.

Since the development of master plans involves continous and extensive data collecting, analysis of data, integration of programs and facilities, inclusion of non-public institutions, and recommendations, it appears that a program of master planning should be a cooperative and continuous venture. While the use of the term "master plan" has not been popular in Mississippi, the process of planning, based on established missions, purposes, or roles of institutions and selection of offerings appropriate to missions, facilities, and resources, has long been a characteristic of Mississippi postsecondary institutions.

The use of the term "role" by planners may indicate to some that institutions may have been operating without a clear concept of their purpose or mission in the field of education. Actually the mission or purpose of every institution is stated in the charter of the institution or in the laws creating it. The role of each institution, therefore, is the primary purpose stated in the charter or in the law and such necessary additions of missions as may be added by the governing boards, faculties and administration. Roles change to meet the needs of society, of students, of the institutions, and of manpower demand. Consequently there is constant review of roles of institutions and continuous change.

The scope of an institution is the range of academic programs, research or other activities, which have been authorized for it. Control of the scope of an institution is through the process or practice of program reviews. Most new programs are initiated within an institution, are reviewed by the governing and/or coordinating board, and can become operational if they are approved by such board. Programs may also be initiated from sources outside the institution, especially from a governing board and its professional staff. Review of proposed programs on campus and by the governing boards and their professional staff take into account the offerings of other institutions, the resources which may be available, the need for the program and the possible duplication which might result.

PLANNERS AND THOSE WHO INFLUENCE PLANNING

In the Introductory Chapter there are listed the agencies in Mississippi with responsibility and authority as to postsecondary education. These agencies are deeply involved directly or indirectly in the planning process. Working with these Boards are executive heads of institutions and their staffs, faculties and many others who may be enlisted for planning. In addition as may be expected those who supply support funds for the operation of the institutions also provide influence of significant importance in institutional planning. Providers of funds include:

Students
Governors
Legislators
Boards of Supervisors (for junior colleges)
Federal agencies
Foundations
Donors
Proprietors (including denominational bodies)

In the area of public institutions the Legislature has assigned formal responsibility in planning activities to institutions and governing boards. Authority to add or assign programs to universities is formally granted to the Board of Trustees of State Institutions of Higher Learning. However, the Legislature has been given the right to close public institutions. As is indicated from reviewing statewide surveys the Legislature and the Governors have on more than one occasion produced formal planning documents for the consideration of the institutions. Sometimes these studies have resulted in legislation to implement plans projected.

The influence of students on planning is exerted mainly in the selection of programs of study upon registration and in choosing institutions to attend. In order to attract students, universities and colleges seek diligently to find programs in favor with students and to plan curricula that attract and hold students.

Governors have made an impact on the planning for postsecondary education in supporting and pressing for the establishment of colleges and universities. The four year Medical School, the Dental School and the Veterinary Medical School are among those receiving strong involvement from the Governor's office. Professional organizations in these fields also supply important support.

The Legislature supplies funds for the institutions and also has been instrumental in creating agencies and schools. Examples are the R & D Center, the Mississippi Valley State University, and the junior college program. The Legislature has also stimulated the development of programs of study by making special appropriations in such fields as engineering technicians, corrections, health, and vocational-technical studies.

Federal agencies have been a strong factor in postsecondary planning through financial support for special departments and programs. Currently they are a dominant influence in planning in the Southern States through the use of Federal funds and threats of court action to eliminate racial discrimination, promote integration and "enhance" formerly Black institutions. In cooperation with this impact universities are seeking to initiate instructional changes so as to attract students of all races.

Other agencies which are significant sources of income to institutions have a corresponding impact upon planning. Such groups as foundations, individual donors, church bodies, all are influential in the planning process. Private colleges depend heavily upon the Southern Association of Colleges and Schools for help in planning.

PERCEPTION OF UNIVERSITY AND COLLEGE REPRESENTATIVES AS TO PLANNING

In order to assess opinions of higher education groups as to the most important participants in the planning process a questionnaire listing a number of agencies, officials, and personalities who might be expected to influence planning was used. Administrators, faculty and students were asked to respond indicating perceptions of impact on institutional planning of all groups.

Administrators, faculty, and students in public junior and senior institutions recognize the role of state agencies in program development but generally give greater significance to the role of university and college presidents, administrative staffs, faculties and students. Less importance in planning was attributed to accrediting agencies and Federal agencies by respondants in the public education sector. Junior college representatives gave greater recognition to the Department of Education and to the several Boards of Supervisors of the supporting counties, following presidents, faculties and governing boards.

Greater influence from accrediting agencies and church bodies was reported by the private sector. Primary responsibility was assigned the president, faculty and staff.

Students tend to believe that they have significant input in the planning of postsecondary program. Faculty and staff also consider their own contribution to be significant.

Other groups considered by some respondents as having made important contribution to long range planning include athletic associations, alumni, and church agencies (for private colleges).

Procedures used by all planning groups included special committees, standing committees, special research projects, continuing institutional research, and outside consultants.

Scope of the Statewide Establishment in Postsecondary Education

The scope of postsecondary education in Mississippi includes opportunities provided by 171 institutions consisting of universities, colleges, junior colleges, branches, and proprietary and non-profit independent agencies. The 1977 Directory listed as available for student choice a total of 270 programs leading to the Bachelor's degree, 110 Master's degree, 34 doctor's degree, and 15 specialist degrees. Many of these were duplicating patterns of study, but the distribution is such as to facilitate accessibility. Another measure of breadth or scope of offerings is that degree programs are available (providing 1025 different degrees) in the following fields:

Agriculture and Natural Resources
Architectur and Environmental Design
Area Studies
Biological Sciences
Business and Management
Communications
Computer and Information Sciences
Education
Engineering
Engineering Technology
Fine and Applied Arts
Foreign Languages
Health Professions
Home Economics
Law
Letters
Library Science
Mathematics
Mechanical Technology
Military Science
Physical Science
Psycnology
Public Affairs and Services
Public Service Technology
Social Sciences
Theology
Interdisciplinary Studies

Associate degrees are awarded in 22 fields in the junior colleges and 10 programs in four-year institutions. There are also 100 unduplicated and 415 duplicated programs of vocational-technical studies available in the junior colleges.

To complete the range of studies available to Mississippi citizens a total of 83 professional and graduate programs offered in out-of-state institutions are made more accessible by a reimbursement program for out-of-state tuition actually paid by Mississippi students.

Scope of Institutions - Public Junior Colleges

The junior college "system" adopted procedures more than fifty years ago which with modifications continues to serve as an unwritten master plan. It should be noted that the role or purpose of the junior colleges was established by the Legislature in the laws creating junior colleges. The influence exerted in the Legislature by educators helped to provide constructive guidelines for the colleges. Under these guidelines the administrators, faculty and Board of Trustees have determined the master plans, roles, and scopes of the several institutions.

In a recent publication of the Junior College Commission Director George Moody and former State Superintendent Garvin Johnston describe the junior college system as follows:

Mississippi's state system of public junior colleges is composed of 16 junior colleges, operating on 25 campuses throughout the state.

These centrally located campuses provide low-cost post-secondary education within commuting distance of virtually all Mississippians.

Students may pursue either the first two years of the regular academic work required for a four-year college degree or enroll in one of the many vocational and technical programs that are available.

Also taking advantage of training opportunities offered by junior colleges are businesses and industries which enroll their employees in the various schools. Often night classes are offered for adults who desire to upgrade job skills or learn new skills. In addition, many adults take advantage of Adult Basic Education courses to improve basic skills such as reading and writing.

The state and the local junior college districts share the financial responsibility for the operation, maintenance, and expansion of these institutions.

This unique plan of local-state partnership has been very successful. Local control and administration are retained, while broad, general supervision is provided by the state.

The state exercises control only in those areas which are required for the general welfare and interest of all the junior colleges and all the people of the state. The local people through their local trustees have full authority to operate their local junior college as the type of school which most effectively meets the needs of their district.

At the state level, the Junior College Division of the State Department of Education, among numerous other duties, certifies and administers the prescribed disbursement of state funds to the various junior colleges.

Mississippi's state-wide system of junior colleges was initiated fifty years ago when students enrolled in college freshman courses offered at the agricultural high schools of Hinds and Pearl River counties. In 1928, when further authorizing legislation was enacted, 11 public junior colleges were operating with a combined enrollment of 818 students.

In 1971-72 more than 60,000 people enrolled in the various programs of the public junior colleges. Over 25,000 enrolled in full-time programs of university-parallel study or vocational and technical training. Some 36,000 other students enrolled in various activities including Adult Basic Education, vocational and technical upgrading programs, part-time study university-parallel curricula, and other special educational and training endeavors designed to meet the needs and interests of the junior college districts.

Public Senior Universities

Under the aegis of the Board of Trustees of State Institutions of Higher Learning is the scope of postsecondary education which include eight universities providing accessibility to many academic programs in all parts of the state. In addition there are the Gulf Coast Research Laboratory, the Agriculture Research Station and Cooperative Extension Service, the accreditation and promotion of Nursing Education, extensive health education and services, the University Press, several student aid programs, the Research and Development Center of Mississippi. Professional, vocational and technical programs, graduate work and opportunities for non-traditional students are within this scope.

Private Colleges

The scope of the private colleges provides two graduate colleges in Theology; seven junior colleges; eleven senior institutions. In 1976 they enrolled 11,989 students. Programs of study are available in the following areas: Area Studies, Arts and Sciences, Biological Sciences, Business and Management, Business and Commerce Technology, Music, Communications, Education, Engineering, Foreign Languages, Health Professions, Home Economics, Letters, Mathematics, Science or Engineering Technology, Public Administration and Services, Law, Religion, Social Science, Interdisciplinary Studies.

As private institutions they offer different dimensions of freedom, diversity, and in purposeful commitment.

Proprietary Institutions

The 1977 Directory of Postsecondary Education in Mississippi lists 7 Business Schools, 33 Cosmetology Schools, 18 Flying Schools, 3 Health Care Schools and 50 others which are independent and proprietary. Among educational opportunities provided by these fifty schools are tax, real estate, leadership training, drama, modeling and others. The enrollment reported by these schools in 1977 was 8,867. Since these schools depend entirely upon student fees the courses offered are excellent indicators as to needs and interests of the postsecondary population.

A recent workshop sponsored by the Postsecondary Education Planning Board draws the following conclusions:

"The three contributing factors that have made proprietor education important in our nation are as follows:

1. They have been careful about who have been selected into their programs.
2. Great emphasis was placed on individualization of instruction.
3. The proprietary schools have been able to provide an acceptable product for employment.

The 1978-1980 Occupation Outlook noted that the average number of openings per year for various professions would be: 9,700 program systems analyzers, 8,500 computer operators, 95,000 bookkeepers, 92,000 cashiers, 16,000 file clerks, 7,700 machine operators, 21,000 statistical clerks, 63,000 typists, and 14,000 travel agency workers. Leading the list for all occupational areas were typists and stenographers. 295,000 openings in this area will be available between now and 1985. Furthermore, with the advent of electronic equipment, technology, etc., clinical skills of tomorrow must be of the highest caliber.

In proprietary institutions, there is no dilemma concerning declining enrollments and therefore, there is a feeling of security. All post-secondary institutions must strive to improve and help solve or prevent this declining enrollment where it exists. Institutions must articulate among each other and appreciate the dynamics of other institutions so students won't be denied. As high school markets decline, we need to reach for other quality people. Furthermore, we need 1) to look at their needs and make sure they are satisfied 2) be more aggressive to the mature woman."

Statewide Role of Public Universities

Institution planners and members of the Board of Trustees of State Institutions of Higher Learning and staff are responsible for developing a total system of postsecondary education insofar as the resources of the State will permit. This system should meet the demands of residents of the State and provide the trained leadership which Mississippi requires. Halstead in Statewide Planning for Higher Education defines a statewide postsecondary establishment as a complete system when "(1) institutions can enroll all persons able and willing to pursue college-level work, and (2) societal needs for trained workers are met." The responsibility is on the Board of Trustees of State Institutions of Higher Learning to work from the stated legal purpose of each institution as set forth by the legislature and to add to the mission of each university according to the changing requirements of the State and its citizens, taking into account the resources available in the private colleges. Missions and purposes historically have expanded during the era of growth. Conversely during a time of restrictions or recession planners and governing authorities have reconsidered and revised missions.

Missions of the Institutions

The following information regarding the roles and goals of individual institutions is taken from publications of the Board of Trustees of State Institutions of Higher Learning and the institutions, and from the catalogs of the universities. In reporting on the junior colleges the statements are from publications of the colleges and communications from the presidents. Private colleges likewise report official missions from their catalogs and from actions of the governing boards and from the institutions themselves.

ALCORN STATE UNIVERSITY

Lorman, 39096	
Year Founded	1871
Control	State
Highest Offering	Masters
Total Enrollment (1978)	2,776

The legislature has imposed a mission and purpose requirement for Alcorn State University by designating it to be a Land Grant University. As such it is dedicated to the promotion of the study of agriculture and related arts, the mechanic arts, science, liberal arts and military tactics. The Board of Trustees has broadened the mission to include education, business and pre-professional studies and for the accomplishment of this purpose has approved the following programs of study: Agriculture, Biological Science, Business and Management, Education, Fine and Applied Arts, Foreign Languages, Home Economics, Industrial Education and Technology, Letters, Mathematics, Physical Sciences, Social Sciences, Health Professions, Military Science including Army ROTC, and Graduate Studies.

Alcorn State University perceives itself as being the pre-eminent institution of higher learning for residents of western and southwestern counties of Mississippi. The University intends to serve that role from its campus facilities as well as from satellite centers. Alcorn State University is committed to the further development of its curricular offerings to serve the best interests, needs, and aspirations of its students and to the best of its ability to meet the educational and manpower needs of society. While the University has a commitment to providing broad and comprehensive curricular offerings for its clientele, it will continue to function primarily as a land-grant university, liberal arts university and teacher education university.

Briefly, the objectives of Alcorn State University are as follows:

1. To prepare young people for scholarship and service in the areas of general and applied knowledge.

2. To develop leadership, in general, and in areas peculiar to the various curricular offerings for Mississippi, the United States and the world.

3. To perform the roles and functions of a land-grant university in the areas of teaching, research and extension service.

4. To contribute various educational services to meet the needs of the community at large.

5. To provide curricula and other services to respond to the demands of a dynamic democratic society.

6. To provide such diversification of specialized educational programs as to accomodate students with varying educational and occupational interests and levels of potential for achievement.

7. To provide an undergraduate education that will enable students to continue their work in graduate and professional schools, and to engage in teaching and other professions.

BELHAVEN COLLEGE

Jackson, 39202

Year Founded	1883
Control	Presbyterian
Highest Offering	Bachelors Degree
Total Enrollment (1977)	738

"Belhaven College, an institution of the Presbyterian Church, is a coeducational, four-year, liberal arts college. The college offers in a

Christian environment a liberal arts program which encourages a breadth of vision and self-discipline and has as its aim the maximum potential development of each student intellectually, spiritually, culturally, and physically. It is the purpose of the College to develop the intellectual life of students by bringing them into a vital and meaningful contact with the wisdom of the ages; to awaken in them an appreciation of their cultural heritage; and to enable them to interpret the present in the light of the past, to evaluate facts and ideas and make rational judgment upon them, to discriminate among values, and to express themselves effectively in both oral and written communication. To prepare each student for responsible, productive, satisfying lives, Belhaven College offers courses leading to a variety of careers and professions. The College contributes toward the physical development of the students by offering courses in physical education and by providing opportunity for participation in intramural and intercollegiate athletic programs. Believing that an appreciation of spiritual values is a part of one's proper understanding of himself and the world in which he lives, the College emphasizes the Christian principle in its curriculum and in its varied activities.

Belhaven College justifies its existence by making distinctive contributions that state or private nonsectarian institutions can not do or do not desire to make. The College in its statement on academic freedom asserts that the College accepts the Bible as the Word of God and expects the faculty, individually and collectively, in classroom and private life, to be governed by its precepts. The Bible is taught as the Word of God, the infallible rule of faith and practice. The faculty are members of evangelical churches, and the faculty of the Bible Department are Presbyterian; and as Presbyterians, their theological position is that of the Westminister Standards. No attempt, however, is made to require students to accept that position.

Belhaven College is concerned with the lives of students on campus as well as in the classroom. The College encourages students to make a voluntary commitment to the moral principles and spiritual values upon which our free and Christian society is founded. Furthermore, the students are expected to be men and women of integrity: to be honest and trustworthy--in classroom and on campus-- and to respect the rights and property of others. The low faculty-student ratio and small classes permit a personal relationship between faculty and students. Formal counseling is supplemented by informal counseling by faculty and staff.

Belhaven College recognizes an obligation to the Church and meets this obligation by preparing students for Christian living and service, no matter what their particular vocation. In addition, the College offers courses of study for those students who plan to go into church vocations. The College recognizes an obligation to the community and meets this obligation by preparing students for civic responsibility through active

cultural life of the community by sponsoring art exhibits, musical, literary, and dramatic activities keeping alumni informed of major plans and developments, by maintaining and strengthening the curriculum, and by encouraging them to participate in alumni activities and to support the College in every way possible."

Belhaven College seeks to accomplish its mission through the following programs of study: Biological Sciences, Business and Management, Education, Fine Arts, Home Economics, Letters, Mathematics, Physical Sciences, Psychology, Public Administration and Service, Social Sciences, Foreign Languages, Bible and Christian Education.

BLUE MOUNTAIN COLLEGE

Blue Mountain, 38610	
Year Founded	1873
Control	Baptist
Highest Offering	Bachelors
Total Enrollment (1977)	293

Since its founding in 1873, Blue Mountain College has specialized in the education of women. The entire program--academic, social, spiritual--is designed for the woman who wants to get involved in life and to realize more of her God-given potential.

Today the basic purpose of Blue Mountain College is:

1. to provide a sound educational program with a curriculum oriented toward the liberal arts in an atmosphere in which Christian faith is nurtured

2. to offer a resonable balance between liberal and vocational studies

3. to aid each individual to grow and adjust within her own uniqueness to the demands and opportunities which surround her.

The ultimate goal continues to be intellectual integrity, academic excellence, social consciousness, and Christian character.

Blue Mountain College provides opportunities for study in the following programs: Biological Sciences, Business Management, Education, Fine and Applied Arts, Foreign Languages, Home Economics, Letters, Mathematics, Physical Science, Psychology, Social Science, Bible, Physical Education, Pre-professional.

CLARKE COLLEGE

Newton, 39345	
Year Founded	1908
Control	Baptist
Highest Offering	Associate Degrees
Total Enrollment (1977)	186

Clarke College is a private, coeducational junior college owned and operated by the Mississippi Baptist Convention and chartered by the State of Mississippi. It is operated under the direction of a Board of Trustees elected by the Convention. The college seeks to achieve the following purposes:

To provide at the lowest cost possible the first two years of collegiate liberal arts education and other basic courses leading to degrees and graduate study in the arts and sciences. This education is to be from the Christian perspective as set forth in the Bible and under the tutelage of active Christian instructors.

To provide a core curriculum with academic counseling which will enable the student to transfer easily and directly to other colleges and universities.

To emphasize preparation for the preaching ministry and other fields of vocational Christian service and to provide those students in the fields with sufficient knowledge and adequate skill to enable them to serve satisfactorily in churches as vocational or volunteer workers.

To provide specific training which will lead to careers in certain vocational fields.

To provide a program of continuing adult education which will enhance vocational competency, satisfy personal and social goals, and contribute to community improvement.

To offer encouragement and assistance to those students who are experiencing academic difficulty as well as to those demonstrating special abilities.

To maintain throughout the total campus life a throughly Christian atmosphere which will provide the environment for wholesome character development, social consciousness, and involvement in Christian and humanitarian service.

To provide opportunities for participation in athletic, cultural, recreational, religious, and social activities which will lead the student to become an intelligent, constructive, and active participant in all phases of social relationships.

To maintain a relationship with the local community which will best contribute to the total well-being of both the college and the community.

Clarke College offers programs in Arts and Science, Business and Commerce Technologies, Religious Education.

COAHOMA JUNIOR COLLEGE

Clarksdale, 38614	
Year Founded	1949
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment (1977)	1,449

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level." The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Coahoma County created the Coahoma Junior College in 1949 and has since been joined by three other counties in providing financial support. It was the first junior college for Blacks to become a part of the Mississippi junior college system and to secure state funds for support of budget and buildings.

Coahoma Junior College is a public junior college which has "open door" admission policy. The college recognizes the dignity, worth and needs of each individual.

The college has adopted the following major purposes:

1. To provide the first two years of bachelor degree programs.
2. To provide a general educational program which includes that knowledge, information and experience deemed important for all students.
3. To provide technical and vocational programs which prepare students to successfully enter the world of work.
4. To provide services which are designed to meet the needs of the communities served by the college.

5. To provide continuing education programs which are designed to meet the needs of those college communities.

6. To provide appropriate guidance and counseling services designed to assist each student in reaching his greatest potential.

7. To provide developmental programs which enable students to advance from their present educational level to the next desired level.

The administration realizes that many students receive no further organized training beyond the junior college level. For this reason, several of the courses offered at Coahoma Junior College are of direct vocational nature. Upon completion of these courses students are better able to earn a living.

The Coahoma Junior College provides educational opportunities in four areas: general education, business education, vocational-technical education, and teacher education. Transfer curricula in the academic programs parallel curricula at Mississippi's public supported four-year colleges and universities with similar programs. The student who desires to pursue degrees at such institutions may transfer without loss of credit.

COPIAH-LINCOLN JUNIOR COLLEGE

Wesson, 39191

Year Founded	1915
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment (1977)	1,678

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations on the semi-professional and vocational-technical level." The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Copiah-Lincoln Junior College endeavors to sustain interest in intellectual, spiritual and cultural growth and encourages avocational interest. The college also contributes to the student's self understanding toward the end that he will choose realistic, educational goals, make a

wise vocational choice, and become more successful in his interpersonal relationships. The opportunity is given for the acquisition of knowledge and skills which will enable students to transfer successfully to senior institutions. The students are also assisted in acquiring the necessary knowledge and marketable skills for initial employment and occupational growth. Every effort is made to help the student communicate more effectively, to encourage him to use a systematic and logical approach to the solution of problems, and to develop skills in critical thinking. The institution assists the student in understanding and encourages him to exercise the privilege and responsibilities of citizenship. Copiah-Lincoln Junior College also provides opportunities for the individual to develop an understanding and appreciation of the arts, sciences, and humanities.

In keeping with the general purpose of Copiah-Lincoln Junior College, the faculty and administration (through a questionnaire) agreed upon the following objectives:

1. To provide the first two years of academic college courses for the college oriented student;

2. To meet the pre-service and in-service manpower needs of industry, business, government, health and service occupations as required for the Associate in Arts Degree, Associate in Applied Science Degree, and Vocational Certificate;

3. To provide educational opportunity for adults of this area, including individuals experiencing social and economic difficulty due to handicapped attitudes and work habits, having inadequate basic general education, or lacking salable skills;

4. To provide opportunities for personal fulfillment, responsible citizenship, and improved living standards to the people of this area through advanced general and occupational adult education.

DELTA STATE UNIVERSITY

Cleveland, 38732

Year Founded	1924
Control	State
Highest Offering	Masters and Specialist
Total Enrollment (1978)	2,472

The Legislature of the State of Mississippi created Delta State University in 1924 for the primary purpose of preparing teachers for the elementary and secondary schools of the state. However, the Legislature

recognized the changing requirements of the State for trained leadership and provided for expanding the mission and role of the University by giving the Board of Trustees of State Institutions of Higher Learning authority to add such programs of education and studies as they considered appropriated. The University is organized into Schools of Education, Graduate Studies and Continuing Education, Arts and Sciences, and Business. Available to students are distinctive programs leading to 49 different baccalaureate degrees, 19 Master's and 4 Specialists degrees.

As the scope of work offered by the University has expanded there has also developed a special mission for the University with reference to serving the Delta region of Mississippi.

Under the guidelines provided by the Legislature and the Board of Trustees of State Institutions of Higher Learning the University has stated its aims and purposes as follows:

1. To provide a desirable atmosphere for the intellectual, cultural, spiritual, moral, physical, and social development of each student.

2. To create a community of learners in which faculty and students seek the truth in a spirit of intellectual curiosity, encouraging among themselves an attitude of self-criticism, intellectual honesty, and professionalism.

3. To prepare the student to understand and to evaluate the thoughts or others and to express his own thoughts effectively.

4. To provide the student with an opportunity for concentration in one of more fields of learning including the techniques of research and performance identified with those fields.

5. To provide for all students a program in general education which contributes to broad cultural development.

6. To provide preprofessional training in selected areas.

7. To encourage students of ability to continue their education by graduate study.

8. To provide graduate school programs for intellectual and professional growth.

9. To provide service to, and cooperate with, the surrounding community and other institutions. (p. 8, Bulletin of Delta State University)

EAST CENTRAL JUNIOR COLLEGE

Decatur, 39327

Year Founded	1928
Control	State
Highest Offering	Associate Degree
Enrollment (1977)	822

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Mississippi East Central Junior College provides programs in mechanical and engineering technology, business and commerce technology, non-science and non-engineering technology, arts and sciences, science and engineering related technologies..

Throughout its more than forty years of existence, East Central Junior College has been closely identified with the basic educational needs of the five counties comprising its district. Through curricular and extra curricular activities, the governing board, administration and faculty conceive the purpose to be to provide opportunities for mental development, physical and spiritual growth, economic independence, and to encourage cultureal understanding, aesthetic appreciation, effective speech, and logical thinking.

East Central Junior College is dedicated to developing the abilities and meeting the needs of both youth and adults in the district which it was established to serve. In order, therefore, to achieve these educational objectives, the college seeks to provide curricula which include areas of guidance, general education, senior college or university parallel training, vocational and technical education, continuing education, and community services. The college seeks further to provide guidance and leadership for educational experiences on the campus, in the student center, in assemblies, in social events, and in other situations of daily living in which the student is involved.

EAST MISSISSIPPI JUNIOR COLLEGE

Scooba, 39358	
Mayhew, 39753	
Year Founded	1927
Control	State/Local
Highest Offering	Associate Degree
Total Enrollment including branches (1977)	1,476

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Programs of study provided by East Mississippi Junior College include arts and sciences, mechanics and engineering technologies, business and commerce technologies, non-science and non-engineering occupational training, health services and occupational technologies, public service related technologies.

The purpose and objectives of the college are:

1. Transfer Education. To provide the first two years of college (in as many fields as practical) for students planning to continue their education beyond junior college.

2. Vocational and Technical Education. To provide occupational education in a variety of fields for those who expect to continue their education beyond junior college.

3. Guidance. To provide counseling and other guidance services which are intended to help the student find his interests, become aware of his aptitudes, abilities, and vocational opportunities.

4. Activities. To provide counseling and other guidance services which will promote the intellectual, cultural, spiritual, and physical growth of the individual. This program is to enrich and supplement, not to compete with, the regular programs of study.

5. Continuing Education. To provide educational opportunities through admission to regular day classes, establishment of evening classes, and creation of short courses as needed, for those adults who have a desire for further knowledge, a desire to improve or develop skills, or a desire to pursue cultural or vocational interests.

6. Community Service. To provide, in addition to the instructional program, other services and facilities to improve the cultural, civic, economic, and spiritual growth of the college district and its neighboring areas.

The purpose of the institution is achieved through the selection and retention of a faculty with the highest principles and scholarship.

HINDS JUNIOR COLLEGE

Raymond, 39154; Jackson, 39213; Vicksburg, 39180

Year Founded	1917
Control	State/Local
Highest Offering	Associate Degree
Total Enrollment (1977)	5,867

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Programs of study available at Hinds Junior College include: arts and sciences, science or related engineering occupations; health services and paramedical technologies; mechanical and engineering technologoies, business and commerce technologies, non-science and non-engineering technologies; public service related technologies.

The general purpose of Hinds Junior College is to provide educational services for the people of its geographic area within the legal structure of the comprehensive community college. These services include the teaching and guiding of students who intend to transfer to senior colleges to pursue an academic degree and the teaching and guiding of career-oriented students in academic, technical, and vocational programs. These services also include providing opportunities for continuing education in academic, technical, and vocational curriculums and providing leadership in civic, economic, and cultural growth.

The specific aims of Hinds Junior College are:

1. To provide an environment conducive to serious study where students can learn to listen, to think, to discriminate, to reason, and to communicate effectively

2. To provide an environment where students can develop intellectually, socially, physically, morally, and spiritually

3. To provide leadership in determining and developing aptitudes and abilities of students

4. To provide guidance, counseling, and learning experiences which will enable students to develop economic competency

5. To provide opportunities for continuing education in academic, technical, and vocational courses

6. To provide extra-curricular activities whereby students can develop leadership potential and social confidence

7. To provide educational experiences whereby students may become effective citizens within the framework of a democratic society

8. To promote positive community relations by providing facilities, professional leadership, and services to meet specific needs.

HOLMES JUNIOR COLLEGE

Goodman, 39079

Year Founded	1925
Control	State/Local
Highest Offering	Associate Degree
Total Enrollment (1977)	1,531

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Holmes Junior College has as its general purpose to provide a two-year program of studies which will serve the educational needs of this area at a minimum cost to the student.

To meet these needs, the specific aims of the college are as follows:

1. To make available to students high quality education parallel to the first two years of senior college or university work in as many fields as is practical.

2. To offer vocational and technical courses in a variety of areas and to provide as rapidly as possible other courses for which there is sufficient student demand and industrial need.

3. To provide personal, academic, and occupational guidance which will assist individual students in discovering their abilities, aptitudes, and interests; in making adequate adjustments to college life; and in obtaining information necessary to furthering their educational or occupational careers.

4. To provide an environment which is conducive to serious study and which will encourage student responsibility, leadership, and logical thinking.

5. To provide leadership in curricular and extracurricular activities which will promote intellectual, cultural, social, spiritual, and physical development of the student.

6. To provide courses for adults (credit or non-credit) for personal enrichment or professional improvement.

7. To cooperate with the college district in furnishing facilities and activities which will be of benefit to the surrounding area.

Holmes Junior College achieves its objectives through the following programs of study: arts and sciences, health services and paramedical technologies, mechanical and engineering technologies, business and commerce technologies, public service related technologies.

ITAWAMBA JUNIOR COLLEGE

Fulton, 38843	Tupelo, 38801
Year Founded	1925
Control	State/Local
Highest Offering	Associate Degrees
Total enrollment(1977	3840 includes branches)

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Specific objectives to accomplish this purpose are:

1. To assist students in the identification of personal goals; development of means for achieving them and enhancement of students self-worth and self-confidence.

2. To offer career programs providing education for individuals to qualify for existing career opportunities for re-training and assistance to students in career planning.

3. To develop within students a commitment to learning as a continuous, life-long process; to develop within students the ability to synthesize knowledge from many sources and to

encourage a capacity for self-directed learning.

4. To maintain a high level of intellectual standards and encourage acquisition of general as well as specialized knowledge.

5. To provide for the continuing education of adults, to facilitate students' involvement in community service activities and to make the college facilities available as a cultural center for the area of service.

6. To develop within students a respect for diverse cultures, consciousness of the important moral issues of our time, and concern for the welfare of man.

7. To provide meaningful educational experiences relevant to the changing interests of all students including members of minority groups and women.

8. To offer opportunities for the development of basic skills for those who need them.

9. To promote the development of leadership, and

10. To encourage students to practice responsibility through participation in the social, economic, political and cultural life of the college and community.

Itawamba Junior College achieves its objectives through the following programs of study: arts and sciences, health services and paramedical technologies, mechanical and engineering technologies, business and commerce technologies, public service related technologies.

JACKSON STATE UNIVERSITY

Jackson, 39217	
Year Founded	1877
Control	State
Highest Offering	Masters and Specialist Degrees
Total Enrollment (1978)	7861

Jackson College was founded as a private church related college in 1877 and continued in that capacity until acquired by the State in 1940. At this time the Legislature stipulated that "the objective of the Jackson State College shall be to qualify teachers for the public schools of this state by giving instructions in the art and practice of teaching in all branches of study which pertains to industrial training, health, and rural and elementary education, and such other studies as the Board of Trustees of State Institutions of Higher Education, in cooperation with the State Department of Education may prescribe."

In the session of 1940, the college had an enrollment of 97 students and a support fund of $10,000. There was no accreddition and the courses taught were primarily for the purpose of obtaining teacher certification. Since coming under the control of the Board of Trustees of State Institutions of Higher Learning, the college has reached an enrollment figure of

7861, its annual educational and general budget is $15,595,000. It has full regional accreditation and several specialty accreditations. The Board of Trustees of State Institutions of Higher Learning has expanded and extended the mission of Jackson College, now Jackson State University, so as to include Schools of Liberal Studies, Education, Business and Economics, Industrial and Technical Studies and Graduate Studies. Within the organization of programs are 42 different departments. The number of Baccalaureate degrees offered is 46, and there are 38 Masters or Specialists degrees. Expansion is planned for the areas of research and public service.

"The purpose of the University is to provide for the needs of the students in all aspects of education: general education, liberal, and professional. The program at Jackson State University seeks to guide students in developing the knowledge, skills, appreciations, and attitudes which are essential to an education. The program further seeks to provide learning situations and experiences designed to help students choose courses of study, initiate careers, and contribute to the economic development of the state and nation. Jackson State University, the only one of the senior state universities located in the largest urban center of the state, has a special mission to provide educational opportunities for needy and disadvantaged students from both urban and rural environments.

The following desired outcomes for student growth are implicit in the general statement of purpose:

1. Understanding and accepting the maturing self.
2. Relating to others with sympathy and understanding.
3. Appreciating one's ethnic and national heritage.
4. Understanding the nature of one's physical and social environment.
5. Developing the ability to think and communicate clearly and effectively.
6. Developing the ability to make sound choices and value judgments.
7. Developing the ability to analyze, synthesize, and evaluate ideas and data.
8. Developing a social consciousness which will enable one to assume responsibility, to think critically about social problems, and to contribute to the improvement of society."

JONES COUNTY JUNIOR COLLEGE

Ellisville, 39437	
Year Founded	1928
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment (1977)	2,314

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

The purpose of Jones County Junior College is to fulfill the educational needs of the members of its district and to serve them in all other possible ways.

In order that this purpose be accomplished, the school has established a number of general objectives:

a. "To provide physical facilities and human resources that will enable the institution to offer instruction of the highest quality to its students.

b. To provide the first two years of academic college level courses for students desiring to transfer to senior institutions.

c. To provide courses for students who plan to terminate their education at the end of one or two years and seek immediate employment.

d. To provide educational opportunities for the students of this district who have inadequate basic general education.

e. To provide student services that will assist each individual in his personal and social development.

f. To meet the demands of the community, including those for adult, continuing and extension education, for upgrading and training students or personnel for specific employment.

g. To work with other agencies to provide education which will give the students in special programs the opportunity to develop their potentialities fully."

Jones County Junior College offers courses under the following categories: Arts and Sciences, Science or Engineering Related Occupations, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Non-Science and Non-Engineering Occupational Training, Business and Commerce Technologies, Public Service Related Technologies.

MARY HOLMES JUNIOR COLLEGE

West Point, 39773

Year Founded	1892
Control	Independent Non-Profit
Highest Offering	Associate Degrees
Total Enrollment (1977)	624

The stated purpose of Mary Holmes Junior College is to develop the cultural, intellectual, spiritual, physical, and vocational potentials of its students and the people of the community, so they will become more useful, productive members of society.

Mary Holmes Junior College offers courses as follows: Arts and Sciences, Business and Commerce Technologies.

MERIDIAN JUNIOR COLLEGE

Meridian, 39301

Year Founded	1937
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment	2,723

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"Meridian Junior College accepts the responsibility of providing quality education for the people of this community. To fulfill this responsibility, Meridian Junior College makes available educational opportunities appropriate to the students it serves.

Therefore, Meridian Junior College focuses its attention on the moral, intellectual, and physical development of the individual student. Implicit in this development are certain values: the uniqueness of each person and the right of every individual to develop his capacities to the maximum.

Meridian Junior College believes that the enlightened citizen is one who sees in his own freedom the freedom of others; who strives to know and understand the value of his cultural heritage; and who encourages by his own example the recognition of these rights and values in his fellow citizens. To the growth of this enlightenment this college directs its activities.

More particularly, Meridian Junior College serves its students and the immediate community through these functions:

1. To make accessible to the community quality opportunities in higher education.

2. To provide a center for cultural development in the community.

3. To provide a program of student services that will assist each individual in his academic, personal, and social development.

4. To offer curricular patterns that will parallel those of four-year institutions.

5. To provide a variety of occupational programs to prepare people for immediate employment.

6. To provide programs for the continuing education of adults in basic, general, and specific fields.

7. To provide a developmental program of individualized instruction for students whose academic foundation requires strengthening.

8. To evaluate systematically the foregoing functions in terms of the needs of the students and the community."

Meridian Junior College has the distinction of being the only public junior college in Mississippi operated by a municipal separate school district, namely, the Meridian Separate School District. Its program of studies includes courses as follows: Arts and Sciences, Science or Engineering Related Occupations, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Business and Commerce Technologies, Public Service Related Technologies, Non-Science and Non-Engineering Occupational Training.

MILLSAPS COLLEGE

Jackson, 39201

Year Founded	1890
Control	Methodist
Highest Offering	Bachelors Degree
Total Enrollment (1977)	959

"Millsaps College has as its primary aim the development of men and women for responsible leadership and well-rounded lives of useful service to their fellow men, their country, and their God. It seeks to function as a community of learners where faculty and students together seek the truth that frees the minds of men.

As an institution of the Methodist Church, Millsaps College is dedicated to the idea that religion is a vital part of education; that education is an integral part of the Christian religion; and that church-related colleges, providing a sound academic program in a Christian environment,

afford a kind of discipline and influence which no other type of institution can offer. The College provides a congenial atmosphere where persons of all faiths may study and work together for the development of their physical, intellectual, and spiritual capacities.

As a liberal arts college, Millsaps seeks to give the student adequate breadth and depth of understanding of civilization and culture in order to broaden his perspective, to enrich his personality, and to enable him to think and act intelligently amid the complexities of the modern world. The curriculum is designed to avoid premature specialization and to integrate the humanities, the social studies, and the natural sciences for their mutual enrichment.

The College recognizes that training which will enable a person to support himself adequately is an essential part of a well-rounded education. On the other hand, it believes that one of the chief problems of modern society is that in too many cases training as expert technicians has not been accompanied by education for good citizenship. It offers, therefore, p rofessional and pre-professional training balanced by cultural and humane studies. In an environment that emphasizes the cultural and esthetic values to be found in the study of language, literature, philosophy, and science, the student at Millsaps can also obtain the necessary courses to prepare him for service in such fields as teaching, journalism, social work, and business or for professional study in these areas as well as in theology, medicine, dentistry, engineering, law, and other fields.

As an institution of higher learning, Millsaps College fosters an attitude of continuing intellectual awareness, of tolerance, and of unbiased inquiry, without which true education cannot exist. It does not seek to indoctrinate, but to inform and inspire. It does not shape the student in a common mold of thought and ideas, but rather attempts to search out his often deeply hidden aptitudes, capacities, and aspirations and to provide opportunities for his maximum potential development. It seeks to broaden his horizons and to lift his eyes and heart toward the higher and nobler attributes of life. The desired result is an intelligent, voluntary dedication to moral principles and a growing social consciousness that will guide him into a rich, well-rounded Christian life, with ready acceptance of responsibility to neighbor, state, and church."

Millsaps College courses are organized in the following categories: Biological Science, Business and Management, Education, Fine and Applied Arts, Letters, Mathematics, Physical Science, Psychology, Public Administration and Services, Social Sciences.

MINISTERIAL INSTITUTE AND COLLEGE

West Point, 39773	
Year Founded	1891
Control	Baptist
Highest Offering	Associate Degrees
Enrollment (1977)	364

The Ministerial Institute and College has traditionally served a Black constituency. It provides courses in Business Education, Education, Health and Physical Education, English, Music, Psychology, Philosophy and Religion, History and Social Studies, Sociology, Mathematics, Sciences.

MISSISSIPPI COLLEGE

Clinton, 39058	
Year Founded	1826
Control	Baptist
Highest Offering	Masters, Specialist and Professional
Total Enrollment (1977)	3,314

"Mississippi College is a coeducational institution of liberal arts and sciences which attempts to provide superior academic instruction in an atmosphere of mature Christianity. In the historic Baptist tradition, the college seeks to provide opportunities for the realization of personal values, the achievement of social competence, and preparation for a life of useful service. Faculty and administrative officers are committed to the principle that the best preparation for such life is a program of cultural and humane studies permeated by the Christian ideal.

Recognizing that most professions in the modern world require specialized training, the college offers--within the context of liberal education--programs of graduate study and professional or pre-professional training in areas in which there is a demonstrated need and in which adequate resources are available.

In view of these aims, Mississippi College conscientiously strives...

... To provide a total program that is academically excellent and has a clear Christian perspective, affording the spiritual influence which a church-related college is uniquely suited to offer.

... Through effective teaching and personal counsel to guide each student toward his own maximum of usefulness and enjoyment.

... To present in proper balance the values of our heritage and the innovations of our age, and thus to evoke in each student a greater awareness of his world, to broaden his perspective, and to enable him to think and act intelligently in a complex society.

... Through the classroom, library and laboratory to provide a curriculum with a broad cultural base and to present the various scholarly disciplines, not as isolated bodies of fact, but as meaningful parts of an orderly intellectual experience.

... To encourage independent study through formal programs and projects and through informal interchange between teacher and student, in the hope that the resulting scholarly competence will be the basis for a lifetime of continuing education.

... Within the limits of available resources and the college's basically liberal arts program to provide specialized training for those students preparing to enter (a) the Baptist ministry or other church-related vocations; (b) various service professions; (c) professional schools."

In order to accomplish its purposes Mississippi College is organized into Schools of Business and Public Administration, Education, Graduate Studies, Law, and Nursing. There are also Divisions of Fine Arts, Humanities, Religion, Science, and Social Studies and Evening Studies. Within the framework there are available to students 45 undergraduate majors leading to the Baccalaureate Degree, 16 programs for the Masters Degree, 6 for the Specialist and at the professional level the Doctor of Jurisprudence is awarded by the School of Law.

MISSISSIPPI DELTA JUNIOR COLLEGE

Moorhead, 38761

Year Founded	1911
Control	State/Level
Highest Offering	Associate Degrees
Total Enrollment	1,560

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"Mississippi Delta Junior College is a community college dedicated to the individual and collective needs of the community. Because the College is concerned with the development of the individual academically and socially, its basic purpose is to offer comprehensive programs which will meet these needs. The Board, Administration, and Faculty all realize their responsibilities in meeting the diverse needs of the student. They all work together to plan a variety of programs and to find the most

effective educational techniques in the classroom and in group learning experiences to help each student realize and fully develop his goals.

Educational opportunities are made available to students of all economic levels, races, and ages. The College attempts to offer educational opportunities to all educable persons. The community's socio-economic needs are considered in training its students. Opportunities are offered to the aged of the community for further formal education and for fulfillment of personal avocational needs. Every young man or woman enrolling in Mississippi Delta is encouraged to find a program which will meet his personal needs and interests.

Mississippi Delta Junior College has established the following objectives:

1. to develop, through the student's active participation in various types of learning, desirable skills and attitudes in human relationships, and in particular, to offer intellectual and social opportunities which enable the student to become a more productive citizen;

2. to contribute through its program to the enrichment of life in the area served by the College;

3. To provide academic courses equivalent to the first two years of college work that will be applicable to a baccalaureate or professional degree;

4. To provide a variety or programs designed to (a) prepare students for employment upon completion of a prescribed curriculum; (b) offer community service programs which upgrade or teach new skills; (c) offer community service programs for personal avocational purposes;

5. to provide guidance of the student's program designed to aid him in the solution of his personal, educational, and vocational problems; and to provide excellent educational opportunities at low cost."

Mississippi Delta Junior College provides courses and programs of education as follows: Arts and Sciences, Science or Engineering related Occupations, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Business and Commerce Technologies, Public Service Related Technologies.

MISSISSIPPI GULF COAST JUNIOR COLLEGE

Perkinston, 39573
Gautier, 39553
Handsboro, 39501
Lucedale, 39452

Year Founded	1911
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment (including branches)	5,182

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"The Mississippi Gulf Coast Junior College is an integral part of the area it serves and genuinely recognizes its inherent responsibility to enhance the educational development of all persons able to benefit from its services. It is designed to develop responsible citizenship and leadership in a constantly changing and highly complex society.

OBJECTIVES

The campuses are dedicated to the premise that community colleges or junior colleges can accomplish the above purposes by:

A. Offering college-transfer programs consisting of courses leading to college degrees.

B. Providing technical and vocational programs designed to prepare the student for immediate employment, with emphasis on serving community needs.

C. Serving continuing education needs through varied programs, courses, and activities.

D. Promoting and encouraging educational and cultural activities in the community through the facilities and resources of the college."

Fields of study promoted by the Mississippi Gulf Coast Junior College include: Arts and Sciences, Science or Engineering Related Occupations, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Non-Science and Non-Engineering Occupational Training, Business and Commerce Technologies, Public Service Related Technologies.

MISSISSIPPI INDUSTRIAL COLLEGE

Holly Springs, 38635

Year Founded	1905
Control	Methodist
Highest Offering	Baccalaureate Degrees
Total Enrollment (1977)	296

"Mississippi Industrial College is a church-related historically black, co-educational, senior college with educational programs in liberal arts and sciences, teacher education, business and industrial management, and other professional, pre-professional, and para-professional programs. The college was founded in 1905 by Bishop Cottrell under the auspices of the Mississippi Conferences of the Christian Methodist Episcopal Church. These conferences selected ministers and laymen as members of the college's first board of trustees with Bishop Cottrell as the chairman.

The first session of Mississippi Industrial College began on January 11, 1906 and closed in May with about 200 students. The primary purpose of the Mississippi Conferences of the Christian Methodist Episcopal Church was to establish an institution to provide liberal and technical education for the black people, both young and adult. Through the years the college has expanded its objectives to meet the needs of the time and the society. The objectives of the college in brief are to prepare competent teachers for elementary and secondary schools, to prepare students for advanced study, to develop respect for human and individual rights as gifts of God, to develop creative scholarship, and to provide for the highest development of human personality through a broad program of liberal studies."

Mississippi Industrial College offers courses in Biological Sciences, Business and Management, Education, Engineering, Letters, Mathematics, Physical Science, Interdisciplinary Studies.

MISSISSIPPI STATE UNIVERSITY

Mississippi State, 39762
Jackson, 39211
Meridian, 39301
Vicksburg, 39180

Year Founded	1878
Control	State
Highest Offering	Doctoral and Professional
Total Enrollment (all branches 1978)	12,623

By act of the Legislature the Mississippi State University was created in 1878 as a Land Grant institution. Subsequently the Cooperative Extension Service and the Agriculture Experiment Station were added thus specifically broadening the mission of the University into the areas of

teaching, research and service. Required by law to provide instruction in Agriculture, Horticulture, Mechanical Arts, Livestock, Sciences, Classical Studies and Military Tactics, the Board of Trustees of Institutions of Higher Learning has broadened the mission of Mississippi State University to include Schools of Education, Business and Industry, Architecture, Veterinary Medicine and Graduate Studies. There are also Schools of Agriculture, Engineering, Arts and Science, Forest Resources, completing the original mission.

"Mississippi State University, a Land-Grand Institution, seeks to provide excellence in education and related services. The University is committed to: (1) the intellectual, cultural, and professional development of men and women enrolled in its programs; (2) the discovery of new and useful knowledge; and (3) the effective application of knowledge in the development of the state and its people.

These three functions are distinguished as instruction, research, and service, and the effectiveness of each function is strengthened by extensive interaction. Close cooperation of the University with other agencies and organizations adds to the total service which the University can offer.

A university is concerned with the development of the person and the community; it is a focus of learning and culture. A university also stimulates broad and deep thought, inculcates habits of analysis, evaluation, and synthesis, and encourages expression on topics and problems which concern the student and his environment. Furthermore, a university promotes the unique development and expression of individual personalities; it enables both students and faculty to search for fruth, to recognize it, and to use it wisely. Mississippi State University is dedicated to providing these opportunities.

Instruction provides the student with a broad foundation in arts, humanities, sciences, and other disciplines essential for mature citizenship and judgment in our complex world. It also prepares the student in his technical or professional field so that he can pursue his career with competence. Learning experiences at the University occur through discovery and exploration, through instruction in the classroom and in the laboratory, and through field work and service.

Through research, the University explores major problems, probes beyond the frontiers of knowledge, and applies the new knowledge for the benefit of man. At the same time, both basic and applied research contribute to the learning experiences of the students. Research serves a dual purpose: it is a creative component of the University programs, and it is a source of invaluable benefit to society.

As an agency of service, the University provides programs of instruction and assistance in application of knowledge throughout the state. Through these activities, the University assists individuals, families, organizations, and communities in acquiring and using the latest k nowledge. Here theory meets reality in the most practical way.

Through instruction, research, and service, Mississippi State University is well equipped to identify and solve vital problems and to provide a broad spectrum of learning opportunities. The results are the continuous development of new knowledge, the more effective use of knowledge in direct service to mankind, and the preparation of the student to be a responsible citizen and a creative leader."

Among programs of study provided by Mississippi State University are Agriculture, Business and Management, Architecture and Environmental Design, Biological Sciences, Education, Interdisciplinary Studies, Engineering, Engineering Technologies, Fine and Applied Arts, Foreign Languages, Communications, Computer Science, Health Professions, Home Economics, Letters, Library Science, Public Affairs and Service, Psychology, Social Science, Forestry, Educational Technology.

There are 241 degree programs including Bacnelors, Masters, Specialists, Doctorates and Doctorates in Veterinary Medicine.

MISSISSIPPI UNIVERSITY FOR WOMEN

Columbus, 39701

Year Founded	1884
Control	State
Highest Offering	Masters and Specialist Degrees
Total Enrollment (1975)	2,862

When the college now known as the Mississippi University for Women was established in 1884 the opportunities for women in the political and professional life of the state were restricted and the Legislature established a mission for the new college reflecting the status of women at that time. Great changes in the requirements of society since that time have resulted in a changed mission for Mississippi University for Women in keeping with the needs and aspirations of the State.

It should therefore be noted that the Mississippi University for Women was the first state-supported institution of higher learning to be established in the United States for the education exclusively of women.

The act creating the Mississippi Industrial Institute and College was passed by the legislature of the State of Mississippi on March 12, 1884. In 1920 the official name was changed to the Mississippi State College for Women, and in 1974 the institution was designated the Mississippi University for Women.

The first college session began October 22, 1885, with an enrollment of more than 250 young women. Over 30,000 students have been in residence at the University since in founding.

The objectives of Mississippi University for Women are as follows:

To offer a liberal education with sufficient opportunities in specialized education to prepare students to serve with professional competence in various careers;

To provide a cultural environment in which the social, physical, aesthetic, spiritual, and intellectual growth of each student is encouraged;

To provide a climate and opportunity for high-quality learning with special emphasis on educating for knowledgeable, intelligent, and responsive participation or leadership in home, community, and professional life;

To stress the need for all students to continue their learning throughout their lives in order to be effective and worthy members of a rapidly changing society.

Mississippi University for Women offers courses in Architecture and Environmental Design, Biological Sciences, Business and Management, Communications, Education, Fine and Applied Arts, Health Professions, Foreigh Languages, Home Economics, Letters, Physical Science, Social Science, Library Science, Psychology, Mathematics.

NATCHEZ JUNIOR COLLEGE

Natchez, 39120	
Year Founded	1884
Control	Baptist
Highest Offering	Associate Degree
Total Enrollment (1977)	23

"In 1884, the Executive Committee of the General Missionary Baptist Convention of Mississippi met in Vicksburg, Mississippi for the purpose of organizing and building a co-educational institution of higher education for the youth of Mississippi. Historic Natchez, in southwest Mississippi, was selected as the site for the institution to be known as Natchez College. In 1885, the school opened with five students persuing a classical program of education under the leadership of Dr. P. A. Wardlow, its first president."

"Natchez Junior College is dedicated to the proposition of providing educational opportunities which enable a student to develop spiritually, mentally, socially and physically, that they may become productive and responsible leaders who will render effective service within their communities, state, nation and the world.

The college stresses individual attention, a balanced academic program within an academic and Christian atmosphere. In recognition of these goals the institution has established the following major objectives:

1. The students will develop the ability to express themselves in an atmosphere conducive to serious study as a result of learning to think, to discriminate and to reason.

2. The personnel services will guide students in discovering, appraising and evaluating their abilities that they may fully develop their potentials.

3. The students will develop moral, spiritual, physical and ethical responsibilities.

4. Opportunity will be provided to develop a sense of pride in, and a responsibility for preserving a free society within the framework of our democratic government.

5. Effective instruction and learning experiences will be provided to develop the ability to produce economic independence, cultural enjoyment and constructive leisure activities.

6. To provide a basic academic program conducive to further study.

7. To provide a service to the home and community through a planned program of cultural, religious, educational and recreational activities designed to improve the economic and social life of the inhabitants."

Natchez College offers instruction in the fields of Arts and Sciences, Business and Commerce Technology, and Theology.

MISSISSIPPI VALLEY STATE UNIVERSITY

Itta Bena, 38941	
Year Founded	1946
Control	State
Highest Offering	Masters Degrees
Total Enrollment (1978)	2,945

The Legislature in 1946 created Mississippi Vocational College, now Mississippi Valley State University, and gave it a specific mission reflecting the educational needs particularly of the Delta region of Mississippi as perceived at that time. During the thirty years that have passed, the Board of Trustees of Institutions of Higher Learning has expanded the mission and scope of the University and its official Statement of Mission as of 1978 follows:

"Mississippi Valley State University is described as a multi-purpose, state-owned, liberal arts, teacher training, co-educational, institution of higher learning which provides curricula in the arts and sciences, education, business, and technical education. Its most recent role and scope, approved by the Board of Trustees Institutions of Higher Learning, and guides the University today states:

> The mission of Mississippi Valley State University is to: (1) "prepare mature, honest, responsible, and productive citizens who can provide the necessary leadership and service to their communities, state, and country; and (2) provide academic, vocational and technical courses, programs, and experiences essential for preparing students

to enter the teaching profession, easy articulation with graduate and professional schools, and the achievement of other professional and occupational competencies; through regular academic year training sessions, summer school programs, research, and public service.

Consistent with the mission of the University is its dedication to the task of assisting the State in combating the new problems emanating in our society, and to pioneer new patterns of education that will improve the quality of life for future citizens. Inherent in the institutional mission is also a continued commitment to its original focus; that is, providing special programs designed to meet the needs of those persons who are wrought with inequities resulting from poverty and environmental conditions.

In essence, the current role and scope of the University is that of a laboratory for the experience and testing of ideas to find ways of motivating and preparing students from all cultures, both educationally and economically disadvantaged, with the necessary tools that would lead to greater performance in life.

GOALS OF THE UNIVERSITY

INSTRUCTION

To provide a balanced educational program consistent with the mission of the University.

To expand the process of merging the Institution's vocational and human services goals with those of the contemporary industrial education and technological fields so as to adequately prepare students for careers in business, government, industry, public service, nursing, human services, environmental designs and other health professions.

To maintain shifting the institution's major thrust from its almost exclusive role of teacher training toward the development of a comprehensive human ecology concept at the associate, baccalaureate, and masters degree levels.

To insure that students in the liberal arts, technical education, human services, nursing and other non-teaching fields of major concerntration will be gainfully employed immediately after graduation without any significant re-training

To raise the nursing science associate degree program to the baccalaureate level and achieve accreditation by the National League of Nursing.

To engage in a comprehensive systematic approach to curricula reform in all disciplines in order to attain accreditation by the National Council for Accreditation of Teacher Education (NCATE), and other professional agencies recognized by the National Commission on Accrediting.

To provide programs and experiences essential for preparing students to qualify for elementary and secondary teacher certification through the National Teacher Examination process.

To provide a basic studies program which gives underachievers an opportunity to discover and develop their potentials for successful completion of post-secondary education.

To provide interdisciplinary approaches to the teaching and learning process.

To increase the number of disciplines offered at the baccalaureate and masters degree levels.

To increase the percentage level of doctoral strength within the various academic disciplines.

RESEARCH

To provide opportunities for independent and group research by faculty and students.

To conduct research projects in cooperation with agencies of federal, state, and local government.

PUBLIC SERVICE

To provide differentiated channels of communication which encourage mutual understanding, cooperation, and responsive relationships between the University and the community.

To provide cross-racial experiences that will assist students in making them become sensitive to individuals of different backgrounds.

To engage the services of public agencies and organizations for student practicums and clinical experiences.

To serve as a cultural center for minority and low income people in the Mississippi Delta.

To sponsor programs that will accommodate educational improvement for employees of business, industry, and other agencies that serve the community.

To provide educational experiences for non-traditional groups and individuals who are interested in special training to further their social, cultural, and economic development."

Mississippi Valley State University provides courses of instruction in the following fields: Biological Sciences, Business and Management, Mechanical Technology, Computer and Information Services, Education, Fine Arts, Modern Languages, Health Professions, Letters, Mathematics, Physical Science, Public Affairs and Services, Social Sciences, Public Service Technology.

NORTHEAST MISSISSIPPI JUNIOR COLLEGE

Booneville, 38829

Year Founded	1941
Control	State/Local
Highest Offering	Associate Degrees
Enrollment (1977)	1,403

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"The Northeast Mississippi Junior College was established to provide higher education for young men and women who qualify for admission and who can maintain the high scholastic standards which characterize an institution of higher learning.

The philosophy supporting the purposes and operations of the college may be stated in terms of the major objectives toward which it constantly devotes itself:

1. Transfer Education. To provide the first two years of college (in as many fields as practical) for students planning to continue their education beyond junior college.

2. Vocational and Technical Education. To provide occupational education in a variety of fields for those who expect to conclude their formal education in the junior college.

3. Guidance. To provide counseling and other guidance services which are intended to help the student find his interests, become aware of his aptitudes, abilities, and vocational opportunities.

4. Activities. To provide organizations and activities which will promote the intellectual, cultural, spiritual, and physical growth of the individual. This program is to enrich and supplement, not to compete with, the regular programs of study.

5. Continuing Education. To provide educational opportunities through admission to regular day classes, establishment of evening classes, and creation of short courses as needed, for those adults who have a desire for further knowledge, a desire to improve or develop skills, or a desire to pursue cultural or vocational interests.

6. Community Service. To provide, in addition to the instructional program, other services and facilities to improve the cultural, civic, economic, and spiritual growth of the college district and its neighboring areas."

Courses of instruction offered by Northeast Mississippi Junior College are included under the headings of Arts and Sciences, Science or Engineering Related Occupations, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Business and Commerce Technologies, Public Service Related Technologies.

NORTHWEST MISSISSIPPI JUNIOR COLLEGE

Senatobia, 38668 Southaven, 38671	
Year Founded	1927
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment	2,375

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"The mission of Northwest Mississippi Junior College is to help meet the academic, employment, physical, cultural, and special needs of the citizens in the Northwest Mississippi Junior College area which fall within the normal legal, financial, and structural limitations of the Junior College System.

Two kinds of goals provide the framework for the activities at Northwest Mississippi Junior College. Structural Goals establish the criteria for providing quality organization for accomplishing the program goals. Program Goals establish the criteria for providing appropriate programs for meeting the needs of the people in the Northwest Mississippi Junior College area.

The accomplishment of goals is considered of utmost importance to the management and administration of Northwest Mississippi Junior College. The setting of priorities and the making of decisions are both performed in accordance with the mission and goals of the school.

Structural Goals

Junior colleges, like most other systems, operate within certain legal, financial, and structural limitations. The Southern Association of Colleges and Schools has established standards for accreditation. Under the assumption that meeting these standards contributes to a more effective educational structure, the following structural goals based on Southern Association standards have been adopted as directives for Northwest Mississippi Junior College functions.

1. To provide quality organization and administration

2. To provide quality educational programs

   (a) To provide quality faculty
   (b) To provide a quality library

3. To provide quality financial resources

4. To provide quality student developmental services

5. To provide quality physical facilities

6. To provide quality special activities

Quality in each of the goals is (or will be) evaluated by determining the extent to which accreditation standards are met and the extent to which they contribute to accomplishment of program goals.

Program Goals

The program goals include the academic, employment, physical, cultural, and special needs goals of Northwest Mississippi Junior College. These goals are based on the needs of the junior college area. Under the assumption that the needs of the Northwest Junior College area can be identified and will be continually evaluated, the following program goals have been adopted as directives for Northwest Mississippi Junior College functions.

1. To help meet the academic needs of citizens in the Northwest Mississippi Junior College area by providing appropriate

   A. Evaluation and testing procedures for comprehensive individual assessment,

   B. Guidance and career information programs,

   C. Courses which transfer and lead to bachelor degrees,

   D. Instructional and supporting faculty for all programs,

   F. Special programs for meeting individualized learning needs,

   G. Physical environments for learning.

Courses of study offered by Northwest Mississippi Junior College are as follows: Arts and Sciences, Science or Engineering Related Technologies, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Business and Commerce Technologies, Public Service Related Technologies.

PEARL RIVER JUNIOR COLLEGE

Poplarville, 39470
Hattiesburg, 39401
Bay Saint Louis, 39520

Year Founded	1921
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment (1977)	2,913

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"Pearl River Junior College is among the oldest schools of its kind in the South and the pioneer junior college in the state. It has been the pathfinder for advanced education in South Mississippi. Maintaining the highest standards Pearl River Junior College has developed a contemporaneously with the "New South", and Pearl River College graduates, winning distinction in every line of endeavor have been potent factors in promoting the power and prestige of the South."

Pearl River Junior College exists for the purpose of serving the people of Mississippi, with special emphasis being given to those who reside within the six-county area comprising the Junior College District.

Increased competence, improved moral and ethical standards, expanded cultural horizons, and enhanced ability to seek answers to fundamental questions of human concern are the broad objectives of our institution.

Our paramount aim is to help each individual become more capable of living happily among his family and friends and of making an important contribution to his community, state, and nation.

The college seeks to fulfill its purpose in the following ways:

1. By offering two years of academic credit which parallel the lower division requirements of the universities and colleges.

2. To help meet the employment needs of citizens in the Northwest Mississippi Junior College area by providing appropriate

   A. Evaluation and testing procedures for comprehensive individual assessment,

   B. Guidance and career information programs,

   C. Technical and vocational courses which lead directly to needed employment,

   D. Instructional and supporting faculty for all programs,

   E. Technical and vocational courses which transfer and lead to further training,

   F. Community services and continuing education programs,

   G. Special programs for meeting individualized learning needs,

   H. Physical environments for learning.

3. To help meet the physical development needs of the citizens in the Northwest Mississippi Junior College area by providing appropriate

   A. Accessible recreation areas for students and citizens,

   B. Intercollegiate athletic programs,

   C. Intramural athletic programs.

4. To help meet cultural needs of the citizens in the Northwest Mississippi Junior College area by providing appropriate

   A. Cultural activities on and off campus,

   B. Community accessibility to Junior College Facilities.

5. To help meet the special needs of the citizens in the Northwest Mississippi Junior College area by providing appropriate

   A. Evaluation and testing programs,

   B. Guidance programs,

   C. Community services and continuing education programs,

   D. Specific programs designed to meet special needs,

   E. Instructional and supporting faculty for all programs."

2. By offering vocational and technical education, qualifying students for occupations at the vocational and technical level. By providing training opportunities for workers enabling them to up-grade their skills or employment qualifications, or to prepare them for other categories of employment.

3. By providing a program of extra-curricular activities for interested students, under the direction of faculty members.

4. By promoting an adult education program in the Evening College, offering courses for academic credit and non-credit courses meeting practical and cultural needs of the community.

5. By providing, in addition to the instructional program, other services and facilities to improve the cultural, civic, economic, and spiritual growth of the college district and its neighboring areas.

6. By providing a program of guidance and instruction designed to help students better understand themselves and make wise choices of vocations and avocations so that they may become more effective members of a democratic society.

Specifically, this institution has the responsibility for adequately preparing young people in our area for advanced work at senior colleges and universities; for training technicians and craftsmen; for schooling cosmetologists and secretaries; and for offering adult education courses.

In addition, Pearl River Junior College is a source agency for agricultural, economic, teahnical, vocational, and academic information for the entire area.

Pearl River Junior College offers instruction in the fields of Arts and Sciences, Health Services and Paramedical Technologies, Mechanical and Engineering Technologies, Science or Engineering Related Occupations, Business and Commerce Technologies, Public Service Related Technologies.

REFORMED THEOLOGICAL SEMINARY

Jackson, 39209

Year Founded	1965
Control	Independent non-profit
Highest Offering	Masters Degrees
Total Enrollment (1977)	271

The Reformed Theological Seminary was chartered in 1964 for the purpose of training ministers of any Christian denomination but especially those of the Presbyterian and Reformed Tradition and faith.

The purpose of Reformed Theological Seminary is stated in its perpetual charter:

"To establish, control and develop an institute of theological studies established upon the authority of the Word of God standing written in the sixty-six books of the Holy Bible, all therein being verbally inspired by Almighty God and therefore without error, and committed to the Reformed Faith as set forth in the Westminster Confession of Faith and the Larger and Shorter Catechisms as originally adopted by the Presbyterian Church in the United States."

"Fundamental in the concept of theological training held by Reformed Theological Seminary is the dynamic union of the doctrinal strength of the Reformed Faith with the warmth of evangelistic passion. The Board of Trustees and the Faculty are committed to maintaining an institution of academic excellence. With the help of God, this Seminary resolves to stand as a faithful witness to the whole counsel of His Word. It aims to fulfill an edifying role, conserving and presenting, clearly and positively, the growing heritage of the Presbyterian and Reformed tradition. It is the express desire of Reformed Seminary to contribute constructively to the life and work of the Church.

As an independent academic institution, Reformed Theological Seminary is free from ecclesiastical control. All who are associated with it, however, are individually under the jurisdiction of the various church courts of the Presbyterian and Reformed denominations of which they are members. The Seminary seeks to serve all branches of evangelical Christianity, but especially churches of the Presbyterian and Reformed family.

It is the purpose of Reformed Theological Seminary in its Master of Divinity degree program, by common worship, mutual fellowship, learning, and witness, to train candidates primarily for the pastoral ministry and to contribute to the formation of their character, so that they can constructively serve Jesus Christ and his Church in today's world. The Seminary sees itself and its graduates as functioning in an age that seeks stability, hope, and wholeness; therefore, it seeks to form pastors of conviction and compassion who will serve the Church and the world with a sense of urgency, bringing the Word of God to bear upon the issues of modern culture and to meet personal and corporate human needs. The goals in view are that the catholic Church may be enlarged, brought increasingly into subjection to Christ, and edified with all the spiritual gifts and blessings at his disposal, and that the structures and societies of this world may be redeemed and transformed according to the will of God."

Reformed Theological Seminary provides courses of study in the field of Theology.

PRENTISS INSTITUTE JUNIOR COLLEGE

Prentiss, 39474

Year Founded	1907
Control	Independent, non-profit
Highest Offering	Associate Degree
Total Enrollment (1977)	139

Prentiss Institute is dedicated to the proposition of providing educational opportunities which will enable its students to develop to the end that they may become productive and responsible citizens, who will render effective services to the community. The Institute stresses individual guidance, a balanced program of instruction in an academic and Christian atmosphere.

In recognition of its purpose, Prentiss Institute Junior College has set up the following objectives:

1. To provide two years of college level courses in the arts and sciences, business and other pre-professional fields for those students who will continue their education beyond that offered at Prentiss, or for those who wish for immediate employment.

2. To provide a broad program of general education that will assist the student in living a wholesome and productive life.

3. To provide students with personnel services that will guide them in appraising their potentialities.

4. To provide through academic training and participation in community life a foundation for happy, intelligent, and constructive membership in the family, the church, the community, the state and the nation.

5. To promote academic recognition and to stress the importance of moral characteristics.

6. To provide a service to the community through a carefully planned program of cultural, religious, educational, and social life of its inhabitants.

7. To provide guidance and training for students who lack necessary cultural, and academic experiences, and to provide economic assistance for students in financial need.

RUST COLLEGE

Holly Springs, 38635	
Year Founded	1866
Control	United Methodist
Highest Offering	Bachelors Degrees
Total Enrollment (1977)	846

"Rust College was established in 1866 by the Freedman's Aid Society of the Methodist Episcopal Church. Its founders were missionaries from the North who opened a school in Asbury Methodist Episcopal Church, accepting adults of all ages, as well as children, for instruction in elementary subjects. A year later the first building on the present campus was erected.

"Rust College is a church related, historically black, co-educational, senior liberal arts college with professional and pre-professional programs. The primary objective of the college is "human development", which includes the physical, mental, moral, and spiritual development of the individuals through educational experiences relevant to their personal and social needs.

Throughout its history, Rust College has operated within the framework of a philosophy of relevance, change, and adaptation. The Freedmen's Aid Society founded Rust College in 1866 with the following objectives: (1) to provide educational experiences for self-improvement of the individual, (2) to prepare for service as teachers and ministers, (3) to prepare for leadership in various fields, and (4) to help change the social environment for a better life for all. While these objectives remain as essential elements of the institutional purposes, they have been significantly expanded in response to the needs of the society."

"The expanded purposes of the college have grown out of:

1. The students it serves--their characteristics, their background, their culture and their needs.

2. The demands and needs of the community it serves and of the society in general.

3. The moral and spiritual influence of the Church to which it is related.

4. The need for students to develop critical and constructive thinking for adjustment and readjustment in a fast changing society.

5. The values to be preserved in society and in human relations.

Rust College provides courses of study in the areas of Biological Sciences, Elementary Education, Health and Physical Education, Psychology, Letters, Music, History and Politics, Business Administration and Business Education, Physics and Mathematics, Public Administration and Service, Social Science.

SOUTHEASTERN BAPTIST COLLEGE

Laurel, 39440	
Year Founded	1955
Control	Missionary Baptist
Highest Offering	Bachelors Degrees
Total Enrollment (1977)	186

The Southeastern Baptist College is operated by the Baptist Missionary Association of Mississippi. Decision as to the mission of the College and other pertinent matters come under the authority of the Board of Trustees elected by the Missionary Association of Mississippi, Alabama, Louisiana, and Florida.

The catalog of the College states: "It is the philosophy of Southeastern Baptist College that Christian education is education in all forms based on Christian principles. Southeastern Baptist College strives to maintain a Christian environment at all times both on the campus and in the class rooms.

Southeastern Baptist College was designed to render educational services on the college level and to serve as a Bible Training center. These programs are offered at a minimum cost. The curricula are planned to meet the needs of those students who desire to further their education in all Christian vocations. The administration furnishes leadership in developing and directing the total school program by providing a capable and efficient faculty."

Courses of study available at Southeastern Baptist College are Bible, Pastoral Ministries, Christian Education.

SOUTHWEST MISSISSIPPI JUNIOR COLLEGE

Summit, 39666	
Year Founded	1918
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment	1,306

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

"Believing that the basic purpose of education is to prepare one for the highest degree of self-realization, the faculty and staff are primarily concerned with the development of mental powers and the building of strong character. As an institution Southwest Mississippi Junior College is dedicated to the idea that these purposes can be achieved through the discipline of sound learning, rooted in Christian principles. Integrity, good scholarship, democratic ideals and sound, rewarding interpersonal relationships are taught and exemplified by the faculty and staff. Our philosophy embraces the convictions that we should encourage all taught to think independently, to reason critically, to enhance their understanding of themselves and the world around them, to find meaningfulness and purpose in life, to deal with their fellowmen fairly, and to relate to God as the Supreme Source of all true knowledge.

Students at this institution are encouraged to assume a high degree of responsibility and to gain that understanding and insight which are necessary to an intelligent and worthwhile approach to complex problems of today's society."

Southwest Mississippi Junior College purposes:

"1. To provide the first two years of a liberal arts academic program for the students who wish to transfer to senior institutions.

2. To create and nurture an atmosphere in which the student will find encouragement for serious study and investigation culminating in more effective powers of understanding, reasoning, and articulation.

3. To provide at a minimum cost educational and skill development opportunities for the student of the Southwest Mississippi Junior College district.

4. To provide a desirable atmosphere for the intellectual, spiritual, moral, physical, and social development of each student enrolled in our institution.

5. To provide that instruction which enhances the development of democratic concepts and ideals.

6. To provide training in the area of vocational and technical education for those students who wish to terminate their training with one or two-year periods.

7. To provide opportunities for adult education in the vocational and technical area.

8. To provide experiences intended to enable each student to attain the highest possible level of economic efficiency consistent with his own abilities and aptitudes.

9. To provide those experiences which will encourage our students to develop a sense of responsibility, a high level of self-realization and an appreciation of aesthetic values.

10. To provide individual counseling and guidance services aimed toward helping each student to develop his native abilities with a view toward achieving a high level of social adjustment as well as competency vocationally and professionally.

11. To provide a program of study and educational experiences comparable to other institutions of this kind and acceptable to the accrediting agencies.

12. To provide facilities which are adequate for the over-all fulfillment of our stated aims and objectives.

13. To serve as a cultural center and cooperate with our community in worthwhile civic endeavors.

14. To serve as the educational center for the people of Southwest Mississippi."

Southwest Mississippi Junior College provides instruction in the fields of Arts and Science, Science or Engineering Related Occupations, Health Services and Paramedical Technology, Business and Commerce Technologies.

TOUGALOO COLLEGE

Tougaloo, 39174	
Year Founded	1869
Control	Independent Non-Profit
Highest Offering	Bachelors Degrees
Total Enrollment (1977)	810

"Tougaloo College was founded on the principle that it be accessible to all. Tougaloo's present mission is to extend and expand its educational program to students with various backgrounds and preparation. The intent is that these students acquire an understanding and appreciation of the scientific, cultural, and spiritual achievement of man and to prepare them to function as useful, self-reliant citizens in a democratic society by providing an integrated undergraduate degree program with courses that will enable them to apply critical thought to all areas of life and acquire a basic knowledge of the humanities, natural and social sciences, and the skills required in a chosen profession.

The institutional goals to carry out the mission of the College more effectively and to reflect the new thrust of the College are as follows:

1. To acquire, analyze, and synthesize empirical and experimental knowledge to enable students to facilitate constructive change and develop a philosophy of life.

2. To foster the belief in the equality of all people through a multi-ethnic curriculum in order to bridge the gap between a college education and practical experience both in Mississippi and throughout the nation.

3. To ensure that students become proficient in their selected vocations by giving special attention to helping students develop the ability to speak and write effectively.

4. To develop innovative programs for varied categories of students.

5. To develop and implement new curricula and educational training programs in the areas underrepresented by Blacks and other minorities.

6. To develop those skills and capacities necessary for critical thinking, personal satisfaction, individual creativity, gainful employment, constructive service to society, and a meaningful use of leisure time.

7. To relate liberal arts and preprofessional education in such a way that the attitudes, values, and skills of each serve to enhance or reinforce the other."

Tougaloo College provides instruction in the following areas: Biological Sciences, Education, Fine and Applied Arts, Letters, Mathematics, Physical Sciences, Social Science, Public Administration and Services, Area Studies.

UNIVERSITY OF MISSISSIPPI

University, 38677
Booneville, 38829
Jackson, 39211
Southaven, 38668
Tupelo, 38801

Year Founded	1844
Control	State
Highest Offering	Ph.D., Professional
Total Enrollment (all branches 1978)	12,044

The University of Mississippi was incorporated in 1844 as a body politic by act of the Mississippi Legislature. No purpose, objectives or mission was specified by the Legislature for the University. However, the creation of a University or seminary of learning had been previously recommended by three governors so that the State of Mississippi would

not lose the seminary fund which was given to the several states by the Congress of the United States. Since there was no existing such seminary in Mississippi the funds were being held by the Legislature. The original purpose or mission of the University then appears to be that of a seminary of learning operated and controlled by the State. In 1844 a seminary of learning was an institution of higher learning specialising in classical studies and the professions, particularly Theology, Law, and Medicine. The first program of studies installed by the faculty and the Board of Trustees included Philosophy, Rhetoric, Evidences of Christianity, Logic and Political Economy, Ancient and Modern Languages, Mathematics, Astronomy and Science.

In fulfillment of its role in professional education, the Faculty and Board have added Schools of Law, Education, Pharmacy, Engineering, Graduate Studies, a two year School of Medicine and a School of Health Professions. The Legislature has added the four year School of Medicine, Dentistry and Nursing. Theology was never developed by the University and Agriculture was created and then dropped by action of the Board of Trustees. The Legislature added a branch at Jackson and the Board of Trustees authorized the remaining branches presently operated. Military Science is provided by Army, Air Force and Navy ROTC units.

A total of 264 degree programs are available at the University of Mississippi including Bachelors, Masters, Specialists, Doctorates, and Doctorates in Medicine, Dentistry, and Law.

The Catalog of the University states the purpose as follows: "The University of Mississippi is dedicated to the service of Mississippi and the nation through the three-fold function of teaching, research, and public service." A further statement dating from 1858 and written by F. A. P. Barnard is carried in the catalog: "He proposed 'a university in the largest acceptation of that term...an institution in which the highest learning is taught in every walk of human knowledge.' Its purpose was 'the high and noble work of training immortal minds to vigor and capacitating them for usefulness.' . . . 'the university is destined to act, invisibly it may be sometimes, but always powerfully, in every county, district, and neighborhood in the State.' "

Programs of study at the University of Mississippi include: City or Urban Planning, Area Studies, Computer Science, Biological Sciences, Business and Management, Communications, Education, Fine and Applied Arts, Foreign Language, Engineering, Health Professions, Law, Letters, Mathematics, Physical Science, Psychology, Public Affairs and Services, Social Science, Home Economics, Library Science, Interdisciplinary Studies, Public Service Technology.

UNIVERSITY OF SOUTHERN MISSISSIPPI

Hattiesburg, 39401	Gautier, 39553
Long Beach, 39560	Natchez, 39120
Jackson, 39211	
Year Founded	1910
Control	State
Highest Offering	Ph.D. and other Doctorates
Total Enrollment (all branches, 1978)	11,878

In 1910 a primary need in Mississippi in higher education was the production of trained teachers for the public schools. To meet this need the Mississippi Normal College was established with the primary purpose stated by the Legislature. It was "to qualify teachers for the public schools of this state, by imparting instruction in the art and practice of teaching, in all branches of study which pertain to a common school education and such other studies as the Board of Trustees of State Institutions of Higher Learning may from time to time prescribe." Acting upon the last part of the mission statement the Board of Trustees of Institutions of Higher Learning has expanded the mission of the University into broad areas of teaching, research and service.

A statement or purpose published in the catalog of the University of Southern Mississippi is:

"The University of Southern Mississippi believes that its fundamental mission is to fulfill the educational needs of the people in its changing state and region. To meet these needs the University is a dynamic, multi-purpose, career-oriented institution, committed to excellence in its programs and services. As such, the University sees its purpose as threefold: teaching, research, and service. The broad area of teaching is the primary purpose of the University of Southern Mississippi. While research is important, its role is that of serving, supporting, and complementing teaching. Through service, the University seeks to incorporate the resources of knowledge, skills, and artistry into the mainstream of the society it serves.

In the design of its programs and in its operation, the University is committed to those policies and practices which are consistent with and supportive of these purposes."

An amplification of this purpose follows:

"Teaching

The broad area of teaching is, and shall continue to be, the primary purpose of the University. The administration, faculty, students and general public must continually reaffirm this purpose as having the highest priority. Teaching must not only provide appropriate learning experiences, but also must motivate students to learn. The University recognizes that teaching must serve the needs of both individuals and society.

A. Individual Needs

1. To encourage learning based on rational inquiry, problem solving, challenge, creativity, and intellectual initiative;

2. To increase understanding and appreciation of the traditional, liberal, and cultural areas of human knowledge and experience;

3. To increase understanding of the applications of learning to further career goals;

B. Societal Needs

1. To prepare citizens who are capable of observing, understanding and participating in society, and who can effectively challenge as well as support its activities and practices;

2. To prepare citizens who will actively endorse and practice the highest ideals of personal and professional integrity and competence;

3. To prepare citizens who can perform tasks needed by the society and pursue careers that are beneficial both to the individual and society.

The goals of the teaching function of the University can be expressed in terms of expected student outcomes. It is expected, as a result of the teaching of the University, that students should achieve the following competencies:

1. Knowledge of various kinds and insight into how to expand that knowledge and how to use it;

2. Mastery of the skills of communication;

3. Awareness of personal values, the values of others, and the interaction between the two;

4. Ability to work with others in study, in problem solving, and in various tasks undertaken;

5. Awareness of and interest in current events, issues, and problems;

6. Awareness of the desire to fulfill obligations and responsibilities as citizens in a democratic society;

7. Understanding and appreciation of the humanistic ideals implicit in a university education;

8. Career preparation that will qualify them for a useful and profitable role in society.

Research

Research should be an important function of the University. The University of Southern Mississippi should affirm this importance but must see the role of research, both basic and applied, as that of serving, supporting, and complementing teaching. It should serve teaching by discovering, extending, amplifying, referring, and communicating knowledge. It should support teaching by enhancing motivation for learning and improving learning experiences. It should complement teaching by providing depth, breadth, and application to learning processes. To fulfill this purpose, the University feels that its research efforts must:

1. Contribute to the knowledge of man and to the teaching of man by the discovery, preservation, and dissemination of new knowledge;

2. Contribute to the knowledge of man and to the teaching of man by the extension, amplification, refinement, preservation, and dissemination of existing knowledge;

3. Provide students with opportunities to develop an appreciation of research and to learn the methodology of and application of research consistent with their chosen areas of specialization and career goals.

Service

The service function of the University should seek to incorporate its resources of knowledge, skills, and artistry into the mainstream of the society it serves; the University, through service, can become a viable influence toward enhancing the quality of the lives and life-long pursuits of its constituency. It shall attempt to fulfill this commitment by:

1. Providing, through continuing education programs, opportunities for independent study, special interests, informal educational activities, and formal educational experiences within conventional degree programs;

2. Providing for its clientele the acquisition and maintenance of the skills necessary to adjust to the rapidity of changes in the business and professional fields as well as in society in general;

3. Utilizing the unique resources of the University in developing new processes through which communities may develop more adequate patterns and mechanisms for building a quality environment;

4. Supplying the educational bridge between the University and the citizens of Mississippi by providing opportunities to Mississippians for their personal and professional growth and making the skills of research available for the rapid solution of local, state, and national problems."

The University of Southern Mississippi is organized into a Graduate School, Colleges of Business Administration, Education and Psychology, Fine Arts, Liberal Arts, Science and Technology, and Schools of Home Economics, Health and Physical Education, Library Science, Nursing, and Division of Extension and Public Services.

The University offers 201 degrees including Bachelors, Masters, Specialists, and Doctors degrees. Courses of study available include Architecture and Environmental Design, Agriculture and Natural Resources, Area Studies, Biological Sciences, Business and Management, Communications, Computer Science, Education, Fine and Applied Arts, Foreign Language, Health Professional, Home Economics, Physical Science, Psychology, Public Affairs and Services, Social Sciences, Mathematics, Letters.

UTICA JUNIOR COLLEGE

Utica, 39175	
Year Founded	1954
Control	State/Local
Highest Offering	Associate Degrees
Total Enrollment (1977)	1,540

By various acts of the Mississippi Legislature the creation, establishment, maintenance, and operations of Junior colleges became a responsibility of local multi-county districts. The Legislature also defined the role or mission of the junior colleges as follows: "They shall offer to students who have completed not less than 15 high school units, courses correlated to those of senior colleges or professional schools, and they shall offer education and training preparatory for occupations such as agriculture, industry, business, homemaking, and for other occupations on the semi-professional and vocational-technical level. The mission of the junior colleges includes providing educational measures to all individuals having such needs as listed above.

Although Utica Junior College became a state and locally supported institution in 1954, it had before that time performed an illustrious and productive purpose having been established in 1903 by Dr. W. H. Holtzclow as the Utica Normal and Industrial institue. The objectives of the founder were to train students in the fundamentals of the three R's and also to give them a thorough training in the use of hands as well. While the original purpose has not been forgotten the mission has evolved with the changing requirements of society and students. A current statement from the catalog is as follows:

"We believe that the educational program consists of all facets of the educational process, which are harmoniously selected, coordinated and administered under the auspices of the school for the purpose of fostering learning and perpetuating the American way of life. We further believe that these facets should be so organized and operated that they are challenging and stimulating, and as a result help students become self-confident, self-reliant, happy, productive and functioning citizens of our democratic society.

We believe that the curriculum should be dynamic in scope and sufficiently flexible and differentiated to meet the varied needs, interest and capacities of all the students and the community. We believe that the educational program should not only be concerned with the development of individual and social responsibility toward family, community and state and national government, but it should be comprehensive enough to provide for international understanding and recognition of the close interrelation of life in an ever narrowing world. It is our belief that such an inclusive program will provide for physical, mental, social, emotional and spiritual growth and contribute to the development of students who will become well-educated, socially competent citizens, capable of reflective thinking and relatively immune to pressures.

We believe that the educational program needs careful examination and redirection from time to time so that it may continue to accomplish its purposes and keep pace with the educational and social changes."

"Utica Junior College, an "open door" policy institution, exists for the purpose of providing opportunities for students to acquire a comprehensive education, both academic and vocational-technical. This comprehensive education will serve as a resource for the expanding of knowledge to insure employability, to further educational goals, to aid the socialization process, and to assist in the development of the total human potentials.

Objectives

1. To provide a guidance program which will assist students in discovering their weaknesses and strengths as a means of making realistic decisions.

2. To provide those experiences which will enable the student to become more self-reliant, more self-confident and gain a more positive concept of himself and society.

3. To provide vocational-technical education which will enable students to gain employable skills at the semi-professional and technical levels, to upgrade the skills of currently employed personnel, and to provide learning experiences for personal improvement.

4. To provide courses in the academic area for those students who plan to transfer to other institutions with a minimum of difficulty.

5. To provide viable services for community improvement."

Utica Junior College provides courses of study in the following areas: Arts and Sciences, Science or Engineering Related Occupations, Mechanical and Engineering Technologies, Business and Commerce Technologies, Public Service Related Technologies.

WESLEY BIBLICAL SEMINARY

Jackson, 39206	
Year founded	1974
Control	Interdenominational
Highest offering	Masters degrees, first professional
Total enrollment (1977)	75

"Wesley Biblical Seminary is a graduate school of theology of the Wesleyan-Arminian persuasian whose purpose is to combine in its program deep spirituality, outstanding scholarship, and loyal adherence to biblical Christianity. Wesley Biblical Seminary insists that only a Spirit-energized ministry can meet the demands of the day, and therefore it emphasizes the fulness of the Spirit--a heart cleansing that delivers from the inner pollution of carnality and thus empowers the believer for victorious living and fruitful service.

To meet the various claims of the unbelieving on the one hand and the overly credulous on the other, it is imperative that those studying at Wesley Biblical Seminary acquire a competency in Biblical, theological, and experiential knowledge, as well as ministerial skills, in order to serve adequately their generation.

Consequently, the all-compelling purpose behind Wesley Biblical Seminary's curriculum and professorial labors is the sufficient preparation of God-called men and women for service that is distinctively Christian. The entire curriculum is so designed as to enable the students more readily to understand human nature and the ways of God with people so as to proclaim effectively the transforming power of Jesus Christ in human life.

The total seminary program is developed with the view of cultivating the spiritual life of seminarians while in training in order that they may be knowledgeable, capable leaders of others in the realm of God's Spirit.

Convinced that the Wesleyan-Arminian confessional position and experiential theology conform to the bibilical teaching of the possibilities of divine grace in the believer's life, this Seminary strives to equip and send forth an adequately-trained, fully sanctified, Spirit-anointed, soul-winning ministry."

Wesley Biblical Seminary provides instructions in the divisions of Biblical Studies, Theological Studies and Missions, Pastoral Ministries, and Christian Education and Music Ministries.

WESLEY COLLEGE

Florence, 39073	
Year Founded	1972
Control	Protestant
Highest Offering	Associate Degrees, Bachelor's in Bible
Total Enrollment	112

The mission of Wesley College as printed in the catalog of this institution is as follows:

" Wesley College was founded by the Congregational Methodist Church to provide a service to men and women within the framework of a Christ-centered educational program whereby these men and women could develop wholesome, well-informed, and well-integrated Christian personalities. Wesley College gladly acknowledges its absolute allegiance to the Lord Jesus Christ and to the divinely inspired Word of God, and seeks the realization of His will and way in the education and lives of its students. The College believes that without such realization and the achievement of the highest educational goals cannot be realized.

Wesley recognizes its obligation to the Congregational Methodist Church as its founder and continuing supporter, and to the particular needs of the church. It also feels a responsibility to the local community and to society as a whole to make private Christian Education available to all who can profit by such an experience."

OBJECTIVES

Spiritual

To lead the student to a personal acceptance of Jesus Christ as his Saviour and Lord, followed by a personal experience of Wesleyan Holiness;

To cultivate Christian life and experience;

To inculcate a comprehensive knowledge of the Bible and an understanding of Christian doctrine in keeping with the doctrinal, moral, and ethical standards of the Congregational Methodist Church;

Academic

To offer training for the student seeking to prepare himself for Christian Service;

To provide a preparatory program of studies for graduate work in the field of Christian ministries;

To make available specialized programs for lay-workers in the church;

To offer transfer programs designed to guide the student in his bachelor's degree program;

Social

To broaden the general education of the student so that he can live effectively as a Christian citizen and witness;

To help the student to develop by study and practice those particular skills, attitudes, and habits needed in his chosen life's work;

To provide education conducive to the development of Christian character;

To provide a thoroughly Christian interpretation in all fields of learning;

Mental and Emotional

To encourage the application of Christian principles to daily living;

To help the student make intelligent educational, personal and spiritual choices;

To help the student to develop desirable habits which promote an active interest in education and Christian service as a continuing process in his life."

Wesley College offers courses in Religion, Church Music and Junior College parallel academic studies.

WHITWORTH BIBLE COLLEGE

Brookhaven, 39601	
Year founded	1858
Control	Independent non-profit
Highest offering	Bachelors
Total enrollment (1977)	76

Whitworth was founded as a four-year college in 1858 by Milton J. Whitworth, a south Mississippi planter, businessman, and lay preacher. The Whitworth campus was used as a Confederate hospital during the Civil War and is steeped in the history of the South. Whitworth was a Methodist women's college for the first eighty years of its existence. From the beginning the educational achievements of Whitworth graduates have contributed to the well-being of our society. It now operates under an independent Board of Directors with members from different denominations.

OBJECTIVES

To be totally Bible centered
To teach a Bible world-view
To train professional Christian workers in:
- The pastoral ministry
- Christian education
- Missions
- Music

To train believers in secular work to be effective Christian witnesses

The programs of study of Whitworth Bible College are in the areas of Theology and related subjects.

WILLIAM CAREY COLLEGE

Hattiesburg, 39401
Gulfport, 39501

Year Founded	1906
Control	Baptist
Highest Offering	Master's Degrees
Total Enrollment (1977)	2,475

"South Mississippi College, the forerunner of Mississippi Woman's College and William Carey College, existed on the present site from 1906-1909 when it was demolished by fire and ceased operations.

In 1911, when Mr. W. S. F. Tatum donated the original forty-acre campus to the Baptist churches of Hattiesburg, the stipulation was made that the land and two frame buildings were to be used as 'a Christian school for girls.'

The following statement of purpose was given in the original charter of 1911:

> The purpose for which it is created is to carry on the business of educating girls and women, to establish, maintain, and operate a college for the education of girls and women in literature, music, arts and sciences, and for the general education of girls, and women, to be located in the city of Hattiesburg, Forrest County, to be operated and maintained under the auspices and direction of the Mississippi Baptist Convention...."

In 1954 the college was made co-educational and named William Carey College. "The institution was to be a coeducational liberal arts college with a cultural and general curriculum affording opportunity for high scholarship, proper personality adjustment, development of leadership qualities, recognition of social obligations, and dedication to intellectual and spiritual values."

"The purpose of William Carey College is to engage faculty, staff, and students in an educational process which stimulates intellectual, spiritual, and cultural development and which prepares students to assume or augment career and professional responsibilities within our denomination and within society as a whole. Also basic to the college's sense of purpose is an appreciation of our cultural heritage and preparation for becoming a vital, participating person in the present cultural processes. In a context where close inter-personal relationships throughout the college community are viewed as integral to the process of development, the college seeks to equip the student to make value or moral judgments informed and supported by the Biblical foundations of the Christian faith in an effort to assure a meaningful, purposeful life."

William Carey College achieves its objectives through course offerings as follows: Biological Sciences, Business and Management, Fine Arts, Home Economics, Letters, Health Related Professions, Mathematics, Education, Physical Science, Psychology, Public Administration and Service, Social Science, Religion, Foreign Languages.

WOOD JUNIOR COLLEGE

Mathiston, 39752	
Year Founded	1886
Control	United Methodist
Highest Offering	Associate Degrees
Total Enrollment	206

"In 1886 Woodland Seminary was founded at Clarkson. By 1897 the Woman's Home Missionary Society of the Methodist Episcopal Church took over the enterprise, built a new dormitory and renamed the school Bennett Academy. The school was moved to Mathiston to be near a railroad, reopening in 1914, with Dickson Hall for girls, and old Bennett for classes. Soon, through a generous gift from Mr. and Mrs. I. C. Wood of Logan, Iowa, Wood Hall for men was erected.

During the 15-year presidency of Dr. Jasper A. Weber, Bennett became a junior college (1927), dropping the lower classes. In 1936 the school was renamed in honor of its benefactors, becoming Wood Junior College."

"Wood Junior College is an independent, private, educational institution of collegiate stature for the promotion of Christian Higher Education, expressing the heritage and historic purposes of the United Methodist Church. It is a Mississippi non-profit corporation although the college continues its historic relationships with the Board of Global Ministries, specifically its Women's Division, and the National Division which has responsibility for staff consultation, financial support, and other considerations in relation to college program, property and policy development.

It is fully accredited by the Southern Association of Colleges and Schools. The college curriculum embraces both liberal arts and career education offered under an innovative modular calendar. Although situated on a 400 acre campus in a rural area of extreme Southern Appalachia, from which a majority of its students come, the college serves a broad region and admits students without regard to race, religion, sex or national origin.

The purpose of the college is to stimulate and educate individuals to make useful contributions to society by offering opportunities in both formal and informal settings for career and personal development in a Christian atmosphere."

Wood Junior College offers courses of instruction in the following areas: Arts and Sciences, Science or Engineering Related Technology, Business and Commerce Technology.

Providing for Minority Students

Since 1962 all of the formerly white institutions have made progress in greater of less degree toward recruiting minority students, faculty, and staff members. Formerly Black Colleges have made progress in employing white faculty and staff and enrolling significant numbers of white students in graduate and part-time courses. In the junior colleges the percents of black students enrolled in 1976 ranged as follows: 6.9%; 4% 15%; 18.4%; 20.2% 23.8% 24%; 25.3%; 25.9%; 26.6%; 27.9%;. In order to comtinue the progress indicated by these figures one junior college has completed an agreement with the U.S. Department of Justice which, in part provides -

> "Affirmative efforts of student recruitment and admissions such as those now in effect and those described on pages v,vii, and viii of its plan for a desegregated operation, designed to attract and admit students of all races to the programs and activities offered by (said) Junior College;
>
> Affirmative programs for the development and retention of students who are admitted to the junior college, such as those now in effect and those described on pages vii and viii of its plan for desegregated operation:
>
> Affirmative efforts to recruit and employ black persons in professional positions on the faculty and staff of the junior college, such as those now in effect and those described on page vi of its plan for desegregated operation. The Junior College implementation of these affirmative efforts and programs will result in the employment of five (5) persons of the black race in faculty positions by the 1981-82 term of school."

Similar agreements are being concluded by the remaining public junior colleges.

The Board of Trustees of State Institutions of Higher Learning commissioned a task force for the purpose of drawing up a "Plan of Compliance" for submission to HEW so as to eliminate racial discrimination in the operations of the Universities. The report of this group was submitted to the Board in 1973. After some revisions and discussions HEW rejected the Board's "Plan of Compliance" although admitting that it was a satisfactory proposal except that it did not meet HEW's definition of a statewide plan. The major thrust of the "Plan of Compliance" was to obtain additional funds from the Legislature to enhance the Black Universities and to aid in recruitment of the "other" race in all institutions; to eliminate duplications of programs in schools in the same area; and to recruit more students, faculty, and staff of the "other" race.

Although the "Plan of Compliance" was rejected by HEW and although the Justice Department has entered a lawsuit against the Board, the

policies adopted in the "Plan of Compliance" have continued as the guidelines for Board decisions.

Presently there are two junior colleges which are predominately Black. enrolling 3,000 students, three Black universities enrolling 14,000 students. There are an additional 7,000 Blacks enrolled in formerly white universities. Private Black colleges enrolled 3,000 students making a total of 28,000 Blacks enrolled in postsecondary degree granting institution. Graduate programs leading to the masters and specialists degrees are provided in the Black public universities and many Blacks are enrolled in professional and terminal degree programs where offered in the state.

Beginning in 1959 the Legislature established and funded a program of grants to Blacks who enrolled in graduate or professional studies in institutions outside the State of Mississippi. This fund made accessible a wide range of postsecondary programs. This program is still available but now is open to all races.

Among proprietary postsecondary education schools of business it is reported that over 40% of the enrollees are Blacks. Federal financial aid is available and contributes to the acessibility of these schools.

Planning for the Gulf Coast Research Laboratory

The Mississippi Gulf Coast Research Laboratory is a unique institution. It has a major responsibility for research of the biology and ecology of the Gulf of Mexico and its organisms and service to the fishery industry of the Mississippi Gulf Coast. In addition it provides facilities for academic studies, field trips and research. Academic programs are planned and offered jointly with affiliating universities and colleges. Credits and degrees are awarded by the affiliated institutions consequently the Laboratory does notseek accreditation or degree granting status.

All four-year institutions, public and private, in Mississippi are affiliated. Also there are 46 universities and colleges located in 15 states which maintain affiliation.

In the early years of the Laboratory the Mississippi Academy of Science provided useful cooperation in planning and in supporting the program. The Academy still provides helpful liaison with the Board of Trusteed of State Institutions of Higher Learning and the Director and Staff of the Laboratory, who are responsible for planning and operating the institution.

STATUS OF UNIVERSITIES CENTER, JACKSON

Control: The Universities Center is a part of the Education and Research Center all of which except the ETV facility is controlled by the Board of Trustees of State Institutions of Higher Learning through its staff. The Board in its contract with HEW for funds used in constructing the Universities Center stipulated that it would control the Center. This authority is confirmed by a letter of opinion from the Attorney General of Mississippi. The obligation to HEW has ten years more to completion of contract. The Board exercises control in maintaining the facility, assigning space, approving programs and personnel to be assigned to the Center.

Activities Provided in the Center: Service: Under the heading of service is the assignment of office space by the Board of Trustees to such agencies as the Higher Education Facilities Committee of the State Building Commission, the Postsecondary Education Planning Board, the Mississippi Commission for the Humanities, the Mississippi Cooperative Extension Service, and the University Press of Mississippi.

The authorizing of meeting space for numerous related agencies involving hundreds of meetings and thousands of participants constitutes a major responsibility of the Board Staff.

Research: The University of Mississippi School of Pharmacy has space permanently assigned for research and service in Pharmacy.

Laboratories are made available as required by other agencies or institutions.

The Mississippi Prosecutors College conducts research and service in cooperation with the University of Mississippi School of Law.

Academic Programs: Section 37-113-47 requires Mississippi State University to provide educational services in the Center. Section 37-115-21 requires the University of Mississippi to provide educational services in the Center. The contract entered into by the Board and HEW provides for the University of Southern Mississippi to provide educational programs in the Center.

Under authority of the Board of Trustees of State Institutions of Higher Learning the Mississippi State University and the University of Mississippi provide a joint program of graduate work in Engineering in the Center.

All of the above programs are controlled and coordinated by the staff of the Board of Trustees of State Institutions of Higher Learning so as to provide accessibility with a minimum of duplication.

Planning at the Center: The contract with HEW provides that research, service and academic programs by the University of Mississippi, Mississippi State University and the University of Southern Mississippi will continue for an additional ten years from 1978. The commitment to Hinds County because of the $2,000,000 contribution is covered by laws enacted by the legislation. The Plan of Compliance adopted by the Board pr vides that these institutions will provide "unique" and non-duplicating programs of higher education at the Center.

CHAPTER V

ACCESSIBILITY*

Postsecondary education in Mississippi is provided by a group of public and private institutions. It is difficult to realize that less than forty years ago few postsecondary students enjoyed the benefits of education beyond the high school years. Such students were in the 17 - 21 age bracket. Society has changed and it is continuing to change. Economic, social, scientific, and technological changes have brought new demands and new clientile seeking education beyond the high school.

An article that appeared in the U. S. News and World Report (March 17, 1975) indicated that the biggest change in postsecondary education is the change of college enrollment of students ages 35 and older. A concurrent change is the enrollment of part-time students--those who wish to upgrade their education to live a fuller and more creative life; those who need to upgrade their training in a career-oriented age; those who work full time, and those who would like to follow educational activities as a leisure-time activity. Requests for educational programs include general, professional, specialized, vocational, technical, and graduate studies and research; credit and non-credit courses and general community services. There is, therefore, the need for postsecondary schools to provide relevant, qualitative, innovative and challenging educational programs; meanwhile, the need to make such offerings accessible is a crucial problem facing post-secondary education schools.

The report of the Carnegie Commission on Higher Education states that "Colleges and universities should be privileged to decide whether they will serve older people and part-time students; but if they do, they should integrate part-time instruction with that offered by the regular department of the institution." Coordination, cooperation, and support of agencies both on campus and off campus are necessary in order to make postsecondary education with the reach of every person who can profit from it. Other problems that should be considered are student financial aid, scheduling of courses at hours that student will be able to attend, child care, and counseling services. Also toll-free information centers, extended hours for student services (bookstore, library hours, and conference hours), and a friendly voice and helpful attitude are comcomitant attributes.

This chapter on Accessibility is limited to a study of the following: Geographics, Branch Campuses, Off Campus Centers, Information Centers, Educational Television, Regionalization, and Financial Aids.

* Prepared by Dr. Cleopatra D. Thompson, Vice Chairman, Mississippi Postsecondary Education Planning Board

Geographics. The geographic locations of postsecondary education institutions are designed to make higher education within the reach of everyone who can profit from such opportunities. Forty-four private and public institutions of higher learning were reviewed in this study. Of this number twenty-four (54.5%) are public supported institutions--eight universities and sixteen junior colleges. Of the twenty private institutions, six are junior colleges, eight are four-year senior colleges, four are four-year Bible Colleges, and two are graduate Biblical Seminaries. In addition, many of the Proprietary Schools and Colleges offer career-oriented courses for postsecondary education personnel. The Directory of Proprietary Schools and College Registration listed eighty-two (82) schools that had been approved by the Commission on School and College Registration. There are also 29 other proprietary schools.

Branches and Resident Centers. Standard IX of the Southern Association of Colleges and Schools provides for the establishment of branches and centers of an institution. According to a recent report on higher education in Mississippi, fourteen Branches and/or Centers are sponsored by three of the Universities--Mississippi State University, University of Mississippi, and the University of Southern Mississippi.[1] The locations are as follows:

Mississippi State University

Jackson Branch
Meridian Branch
Vicksburg Branch
Vicksburg Resident

University of Mississippi

Booneville Resident
Jackson Branch
Southhaven Resident
Tupelo Branch
University Medical Center

University of Southern Mississippi

Gulf Park Branch
Jackson County Resident
Jackson, Mississippi Branch
Keesler Resident
Natchez Branch

William Carey, a private senior college, has branches located in Gulfport, Mississippi, and in New Orleans, Louisiana.

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[1]John D. Millet and James D. Haas, et al. Pathways to Accountability and Excellence. A Final Report on the Status and Future of Public Higher Education in Mississippi. Washington, D. C.: Academy for Educational Development, Inc., 1979. II-11.

The sixteen public junior colleges offer programs at thirty-five sites,[2] including degree branches, as partially shown on the following Map of Junior College Districts, Campuses and Centers.

Planning for branches of universities follows a legislative mandate as to criteria for creating branches. The legislation also provides funds for the support of branches. Legal requirements provide for an enrollment minimum; local participation in providing facilities; elimination of intercollegiate athletics; upper level or graduate courses of instruction; and consultation with the Junior College Commission.

Planning for branches of junior colleges follows regulations provided by the Junior College Commission. State and Federal funds are available for support of branches and centers. Colleges proposing to establish branches must make application to the Junior College Commission showing detailed information as to location; description of proposed campus/center; need for the campus; costs; financing; alternatives; impact on other institutions, agencies, and programs; competing projects and other considerations.

Information Centers. Information Centers are located primarily on the main campuses of the respective institutions; however, some of the colleges and universities have Toll-Free telephone lines and Watts lines.

Educational Television. The vision of education in Mississippi was further widened with the opening of the Research and Development Center and the Mississippi Educational Television network in 1970. Planning for educational television was under the aegis of the Board of Trustees of Institutions of Higher Learning. It was the original idea to make it a part of the university center to be located in Jackson, rather than on a particular university campus. The Director of the Center was employed on the staff of the Executive Secretary of the Board of Trustees of Institutions of Higher Learning. Later, the position was moved to the Research and Development Center staff prior to the creation of a separate authority for ETV.

The Mississippi Educational Television is superior in technical production, equipment and staff, and is rated nationally as an outstanding facility. In 1971, it was awarded the George Peabody Award which is the highest award in broadcasting. This award was presented for overall services and programming.

The ETV Authority operates through eight channels. Participation has grown from nineteen (19) schools to more than 300 schools (66%). One hundred twenty-five (125) different series that include 300 individual

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[2]Ibid., A-11.

Junior college districts, campuses, and centers

Northwest Mississippi

562-5262
Senatobia, Mississippi 38668

Coahoma

627-1161 Ext. 30
Clarksdale, Mississippi 38614

Mississippi Delta

246-9821
Moorhead, Mississippi 38761

Holmes

472-2531
Goodman, Mississippi 39079

Hinds

857-5261
Raymond,
Mississippi 39154

Jackson Branch
366-1406
Jackson, Mississippi 39213

Utica

355-1821
Utica, Mississippi 39175

Copiah-Lincoln

643-2221
Wesson,
Mississippi 39191

*Natchez Center
Natchez,
Mississippi 39120

Southwest Mississippi

684-0411
Summit,
Mississippi 39666

Pearl River

795-4528
Poplarville,
Mississippi 39470

*Hancock County
Voc. Center
Bay St. Louis, Mississippi 39520

*Jefferson Davis

896-3355
Gulfport, Mississippi 39501

Northeast Mississippi

728-6208
Booneville, Mississippi 38829

Itawamba

862-3101
Fulton, Mississippi 38843

*Tupelo
Voc.-Tech. Center
Tupelo, Mississippi 38801

*East Mississippi
Golden Triangle Center
Mayhew, Mississippi 39753

East Mississippi

476-2631
Scooba, Mississippi 39358

East Central

635-2111
Decatur, Mississippi 39327

Meridian

483-8241
Meridian, Mississippi 39301

Jones County

477-3141
Ellisville, Mississippi 39437

*Hattiesburg
Voc. Center
582-4852
Hattiesburg, Mississippi 39401

GULF COAST DISTRICT
Perkinston

928-7211
Perkinston, Mississippi 39573

*George County
Voc. Center
947-4201
Lucedale, Mississippi 39452

*Jackson County

497-4313
Gautier, Mississippi 39553

*Branch, campus, or center

Accessibility

programs from kindergarten through the university are offered. Programs are available to both private schools and colleges/universities. College credits are offered in cooperation with institutions of higher learning.

Research Centers. The Gulf Coast Research Laboratory, and the Research and Development Center in Jackson are facilities available to postsecondary schools. They have made invaluable contributions in areas of research and in providing needed information for growth and development of the State.

Financial Aid. Financial Aid for students is an important factor in accessibility. The recent study on higher education in Mississippi suggested in its final report that "the state and students must share educational costs, that students must be charged equitably and rationally, and that students who are not able financially to pay for their education should not be denied access but be given grants or other forms of aid to enable them to take advantage of educational opportunities."[1] Post-secondary educational institutions have made available comprehensive programs of student financial aids in the form of institutional scholarships, academic awards, private foundation grants and awards, state and federal grants and loans, student employment, and other sources. In general, financial aids are available to students who have (1) above average scholarship, (2) specific educational objectives, (3) special needs, and (4) special skills required for student employment positions.

During the last two decades "federal support of student financial aid has become a national policy." Billions of dollars are being spent in support of financial aid to students; yet, there has been insufficient volume of money to make loans available to all qualified students who wish to receive grants or borrow money. A concurrent problem in the repayment and collection of loan obligations, with threats and/or the discontinuance of loan programs at delinquent institutions. The following are major sources of federal assistance to Mississippi students. Parents or family confidential financial statements are required for such support.

Grants

1. Basic Educational Opportunity Grant. Basic Educational Opportunity Grant is a federal program designed to provide financial assistance for those in need in order to attend post high school at educational institutions. It provides a cash award to students.

2. Supplemental Educational Opportunity Grant. Supplemental Educational Opportunity Grant is a federal program available to undergraduate students of exceptional financial need and who show evidence of academic and/or creative promise. SEOG may provide one half of the student's financial need. The other half of the student's established need must be met from other sources of financial aid.

[1] Ibid., A-3.

Loans

1. National Direct Student Loan. The National Student Direct Loan is a long term low cost loan that is made available to both undergraduate and graduate students who have demonstrated financial need and are taking at least one half of an academic load.

2. Federally Insured Loan. A federally Insured Loan provides insurance for loans made by banks and other authorized lenders. In general, the program gives the more affluent students greater accessibility to the capitol market.

3. Law Enforcement Educational Program. The Law Enforcement Educational Program (LEEP) provides financial assistance for higher education which will contribute to the development of human resources needed by the criminal justice system to reduce crime and delinquency. Two types of financial assistance are offered under LEEP;

a. Grants are offered to qualified full-time employees of publicly-funded law enforcement and criminal justice agencies.

b. Loans are made available each academic year for qualified students enrolled in a program of study directly related to law enforcement and criminal justice.

4. Health Profession Loans/Grants. Health Profession loans/grants are provided for students from low income families who have exceptional financial needs and/or who show promise of educational success in a chosen field of work.

5. Nursing Loans/Grants/Scholarships. Nursing loans/grants/scholarships are made available to assist students who have financial needs and/or who show exceptional promise in nursing.

6. State Student Incentive Grant Program. State Student Incentive Grant Program provides assistance to students who are residents of Mississippi, who establish financial needs and who show promise in their chosen fields of study.

Employment

1. College Work Study Program. College Work Study is a federal program that helps to provide jobs for students who need and who must earn part of their educational expenses.

2. Student Work Aid. Institutional work aid is a program financed by the institution to provide part-time employment to the students who need financial assistance and who may not qualify for the College Work Study Program.

Other Financial Aid Programs. There are other financial aid programs that are available for specialized groups, such as the Armed Services Health Professional Scholarships, available to those persons who have interest in the service of the Army, Navy, Air Force and United States Public Health Services. Another is the financial aid program provided for veterans and their dependents who qualify under the Veteran's Administration Guidelines, and Vocational Rehabilitation grants are available for individuals with physical disabilities classified as vocational handicaps. These grants are made available through the Department of Vocational Rehabilitation in the students home states.

Summary of Financial Aid Made Available To College and University Students, 1979-80

Information for the Summary of Available Financial Aid for 1979-80 was obtained from a booklet entitled: 1979-80 Admission and Financial Aid for Colleges and Universities in Mississippi. Additional information was obtained from college and university catalogs, and from personal interviews with school personnel.

Of the forty-four institutions, information was available for forty post secondary education schools. The breakdown is as follows: BEOG - 40 (100%); Institutional Scholarships - 40 (100%); College Work Study - 38 (95%); Institutional Work Aid - 36 (90%); Federally Insured Loans - 34 (85%); SEOG - 32 (80%); NDSL - 30 (75%); Nursing - 12 (30%); SSIGP - 9 (25%); LEEP - 8 (20%); and Health Professions - 5 (10%).

REGIONALIZATION

Mississippi was one of fifteen states participating in planning for greater accessibility to professional schools in the Southern region. Instigated by the Southern Governors Conference, a compact was signed in 1958 by governors of 10 states. After ratification of the compact by the state legislatures the Southern Regional Education Board was created and funded for the purpose of promoting the "cultivation, expansion, or establishment of educational services to advance knowledge and to improve the social and economic level of the Southern region."

The Southern Regional Education Board has arranged contracts between states for the education of significant numbers of professionals especially in the fields of health. Another activity of Southern Regional Education Board in which Mississippi participates is the Academic Common Market. States involved in this agreement make special programs mutually available to students of all participating states with some tuition benefits.

Another procedure practiced by many colleges and universities is the creation of consortia for the development of new resources or research activities. Mississippi colleges reported memberships in 30 consortia in 1977. Some of the more noted of these are: Mississippi-Alabama Sea Grant Consortium, Gulf Universities Research Consortium, Oak Ridge Associated Universities, Gulf Coast Research Laboratory, ACCtion Consortium, and University Press of Mississippi.

Summary

This study indicates that the location of postsecondary educational institutions in Mississippi, including branches and centers are strategically located to reach everyone who can benefit from higher education. Supporting facilities, such as the Educational Television Authority, and the Research and Development Center are available. Comprehensive programs of student financial aid are available to students who have above average scholarship, specific educational objectives, special needs and skills required for the varied employment positions. Nevertheless, insufficient funds are available to all qualified students who wish to receive or borrow money for educational endeavors. A concurrent problem is the repayment and collection of loan obligations which may seriously affect federal loans in the foreseeable future.

Postsecondary educational institutions are challenged to offer more relevant qualitative, innovative and challenging programs to meet the needs of the individual and the needs of an ever dynamic changing society.

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* Out of Alphabetical Order

CHAPTER VI

INTRODUCTION

The purpose of this chapter is to determine the admission requirements, degrees authorized, and the existing programs offered in postsecondary institutions in the state of Mississippi.

Institution catalogs should be consulted for more specific information since there may be a wide variation among colleges concerning course requirements for degrees.

The information in this report was obtained from the catalogs, materials supplied by the Board of Trustees of State Institutions of Higher Learning, and from the schools.

The programs for baccalaureate and higher degrees are classified according to the Higher Education General Information Survey (HEGIS).

KEY TO ABBREVIATIONS OF DEGREES OFFERED

Baccalaureate (B): a program or degree that usually covers four years.

Master's (M): a program or degree that usually covers one year and approximately 30 semester hours above the baccalaureate.

Education Specialist (S): a program or degree that usually covers at least a year and approximately 30 semester hours above the master's.

Sixth Year (6): a program or degree that is non-education based and is usually referred to as a Master of Philosophy. It usually requires a minimum of 2 years and 60 semester hours above the baccalaureate.

Doctorate (D): a program or degree that usually covers a minimum of two years and approximately 60 semester hours above the master's.

Associate Degree (A): a program or degree that usually covers two years of post-secondary study and approximately 60 semester hours.

Certificate (C): a program that usually covers a specified number of clock hours of study.

ABBREVIATIONS OF INSTITUTIONS OF POSTSECONDARY EDUCATION IN MISSISSIPPI

Public Colleges

ASU	Alcorn State University, Lorman
DSU	Delta State University, Cleveland
JSU	Jackson State University, Jackson
MSU	Mississippi State University, Mississippi State
	Vicksburg Center, Vicksburg
	Universities Center, Jackson
	Meridian Center, Meridian
MUS	Mississippi University for Women, Columbus
MVSU	Mississippi Valley State University, Itta Bena
UM	University of Mississippi, University
	Tupelo Center, Tupelo
	Southhaven Center, Southhaven
	Booneville Center, Booneville
	Universities Center, Jackson
UMMC*	University of Mississippi Medical Center, Jackson
USM	University of Southern Mississippi, Hattiesburg
	Gulf Park Branch, Gulfport
	Jackson County Center, Gautier
	Universities Center, Jackson
	Natchez Branch, Natchez
PJC	Public Junior Colleges
PrJC	Private Junior Colleges

Private Colleges

BC	Belhaven College, Jackson
BMC	Blue Mountain College, Blue Mountain
MLC	Millsaps College, Jackson
MC	Mississippi College, Clinton
MIT	Mississippi Industrial College, Holly Springs
RTC	Reformed Theological Seminary, Jackson
RC	Rust College, Holly Springs
TC	Tougaloo College, Jackson
WBS	Wesley Biblical Seminary, Jackson
WC	Wesley College, Florence
WhC	Whitworth College, Brookhaven
WCC	William Carey College, Hattiesburg
	Gulfport Branch, Gulfport
SB	Southeastern Baptist, Laurel
PS	Proprietary Schools

*The University of Mississippi Medical Center is shown separately from the University of Mississippi for clarification.

ADMISSION REQUIREMENTS OF POSTSECONDARY INSTITUTIONS IN MISSISSIPPI

	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	PJC	PrJC	BC	BMC	MLC	MC	MIC	RTS	RC	TC	WBC	WC	WhC	WCC	GB	PS
Application	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Medical		x	x	x	x		x	x	x	x	x	x	x	x		x	x	x	x			x		
Recommendations		x		x	x			*		x	x	x	x	x		x			x			x		
Deposit	x							x				x	x	x		x	x					x		x
High School Graduate	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x		x	x	x	x	**
High School Transcript	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x		x	x	x	x	
GED Scores	x	x		x			x	x	x	x		x		x	x		x	x		x	x	x	x	
ACT/SAT Scores	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	
Official Transcript for Transfer Students	x	x	x	x	x	x	x	x	x	x	x			x		* **	x	x	* **	x		x		
C Average Required on Transfer Credits	x	x	x		x	x	x	x			x			x			x	x		x		x		
Transfer Students must be Eligible for Readmission	x	x	x		x	x	x	x	x	x	x			x			x	x		x		x		
GRE Scores	x	x	x		x	x	x	x						x		x			x			x		

* for graduate school only.
** The schools generally regulate this requirements according to state law.
*** Applicants must have a baccalaureate degree.

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ADMISSION REQUIREMENTS
UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

	Application	Admission Test	Interview	Required Cources	Transcript
Nursing	x	SAT ACT			x
Health Related Professions	x	SAT ACT			x
Graduate Studies in Medical Science	x	GRE		B Degree	x
Medicine	x	MCAT	x	Pre Medical	x
Dentistry	x	ADAAT	x	Pre Dental	x

PROGRAMS AND DEGREES AUTHORIZED BY MISSISSIPPI POSTSECONDARY SCHOOLS

HEGIS CLASSIFICATION	ASU	DSU	JSU	MSU	MUW	MVSU	UM	UMMC	USM	BC	BMC	LC	MC	RTS	RC	SB	TC	WBS	WC	WhC	WCC	
Agriculture and Natural Resources	B			B M D					B M													
Architecture and Environmental Design				B			B M		B													
Area Studies									B M								B					
Biological Sciences	B	B M	B M	B M D	B M	B	B M D	M D	B M 6 D	B	B	B	B		B		B			B	B	
Business and Management	B	B	B M	B M D	B M	B	B M D		B M	B	B				A B					B	B	
Communication			B	B					B M 6D				B									
Computer and Information Sciences		B	B M	B M		B	B		B M													
Education	B M	B M S	B M S	B M S	B M S	B M	B M SD		B M SD	B	B		B M		A B		A B			B	B M	
Engineering				B M D			B M D	D							A B							
Fine and Applied Arts		B	B	B	B M		B M		B M D	B	B	B	B M								B M	
Foreign Language	B	B	B	B M	B	B	B M		B M	B	B		B								B	
Health Professions		B	B	B M D	B M		B M D	B M D	B M D				B M								B	

PROGRAMS AND DEGREES CONTINUED

	ASU	DSU	JSU	MSU	MUW	MVSU	UM	UMKC	USM	BC	BNC	MLC	MC	MIC	RTS	RC	SB	TC	WBS	WC	WhC	WCC
Home Economics	B	B		B M	M		B M		B		B		B									B
Law							B M D		B				D									
Letters	B	B M	B M	B M	B M	B	B MD		BM 6D	B	B	B	B M	B				B			B	B
Library Science		B M		B	B		B M		B M													
Mathematics	B	B	B M	B M	B	B	BM D		BM 6	B	B		B	B		B		B			B	B M
Physical Science	B	B M	B M	BM D	B	B	BM D		BM 6D	B	B	B	B	B		B		B				B
Psychology		B	B	BM	B		BM D		BM D	B	B	B	B			B						B
Public Affairs and Services		B	BM	BM	B		BM		BM	B		B	BM			B		B				B
Social Sciences	B	BM	BM	BM D	BM	B	BM SD		BM 6D		3	B	BM	B		B		B			B	B
Theology											B				MD		B		MD	CB	B	B
Technology and Technical Studies	B		B			B			B													
Interdisciplinary Studies		M	B				BM						M	B								

PROGRAMS AND DEGREES CONTINUED

LESS THAN 4 YEAR PROGRAMS	Arts and Science	Business and Commerce Technologies	Data Processing Technologies	Health Service and Paramedical Technologies	Mechanical and Engineering Technologies	Natural Science Technologies	Public Service Related Technologies	Non-Science and Non-engineering Technologies	Science or Engineer Related Technologies
ASU			A						
MUW		C	A						
MVSU		C	A		C A				
UM					C				
UMMC		C	C						
PRIVATE JUNIOR COLLEGES									
Clark College	A	A							
Mary Holmes Junior College	A	A							
Natchez Junior College	A	A					A		
Prentiss Institute	A	A							
Saints Junior College (temporarily closed)									
Wood Junior College	A	A							
Ministerial Institute & College	A	A		A			A		A

PROGRAMS AND DEGREES CONTINUED

PUBLIC JUNIOR COLLEGES	Arts and Science	Business and Commerce Technologies	Health Service and Paramedical Technologies	Mechanical and Engineering Technologies	Natural Science Technologies	Public Service Related Technologies	Non-Science and Non-Engineering Technologies	Science or Engineer Related Technologies
Coahoma Junior College	C A	C A		C A				C A
Copiah-Lincoln Junior College	A	C A	C A	C A				
Natchez Branch	A	A	A	C A		C A		
East Central Junior College		C A		C A			C	
East Miss Junior College	A	C A		C A			C	
Golden Triangle Branch		C A	C	C A		C		
Hinds Junior College	A	A	C A	C A			C A	C A
Jackson Branch		C A	C	C		A		
Holmes Junior College	C A	C A	C A	C A		C A		
Itawamba Junior College		C A	C A	C A		C A		
Tupelo Branch		C A	C A	C A		C		C A
Jones Junior College	C A	C A	C A	C A		C A	C A	C A
Meridian Junior College	A	C A	C A	C A		C A	C A	C A
Miss Delta Junior College	C A	C A	C A	C A		A		C A
Mississippi Gulf Coast Jr. C.								
Perkinston Campus	C A	C A	C A	C A			C A	C A

PROGRAMS AND DEGREES CONTINUED

	Arts and Science	Business and Commerce Technologies	Health Service and Paramedical Technologies	Mechanical and Engineering Technologies	Natural Science Technologies	Public Service Related Technologies	Non-Science and Non-Engineering Technologies	Science or Engineer Related Technologies
Jackson County Campus	C A	C A	C A				C A	C A
Jeff Davis Campus	C A	C A	C A	C A		C A	C A	C A
George Co Occ Center		C	C				C	C
Northeast Miss Jr College		C A	C A	C A		C A		
Northwest Miss Jr College	C A	C A	C A	C A		C A		C A
Southaven		C A		C A				
Pearl River Jr College	C A	C A	C A	C A		A		A
Hattiesburg Center		C	C				C	C
Hancock County Center		C	C				C	
Southwest Miss Jr College	A	C A	C A					C A
Utica Junior College	A	C A		C A		A		C A

PROPRIETARY SCHOOLS - PROGRAMS AND DEGREES

Type of School	Program	Degree
Beauty Schools	Vocational	C
Barber Schools	Vocational	C
Business Schools	Vocational	C
Dance Schools	Dancing Instruction	Non-degree
Flying Schools	Vocational	C
Nursing Schools	Vocational	C
Self-Improvement Schools	Adult Education	C
Miscellaneous Schools	Vocational	C

The Higher Education General Information Survey (HEGIS) taxonomy of academic programs lists twenty-four major areas of postsecondary education. The Board of Trustees of State Institutions of Higher Learning for the State of Mississippi adds one catagory (technical studies), bringing the total number of discipline divisions to twenty-five. Mississippi institutions offer graduate studies in all but three (military science and technology, technical studies, and area studies) of these major areas of concern.

The Mississippi institutions offering graduate studies are as follows:

Public

Alcorn State University (ASU)

Delta State University (DSU)

Jackson State University (JSU)

Mississippi State University (MSU)

Mississippi University for Women (MUW)

Mississippi Valley State University (MVSU)

University of Mississippi (UM)

University of Mississippi, Medical Center (UMMC)

University of Southern Mississippi (USM)

Private

Mississippi College (MC)

Reformed Theological Seminary (RTS)

Wesley Biblical Seminary (WBS)

William Carey College (WCC)

FIELDS OF GRADUATE STUDY OFFERED BY MISSISSIPPI INSTITUTIONS

	ASU	DSU	JSU	MSU	MUW	MVSU	UM	UMMC	USM	MC	RTS	WBS	WCC
AGRICULTURE				MD									
ARCHITECTURE				M									
AREA STUDIES													
BIOLOGICAL SCIENCES		M	M	MD			MD		M6D				
BUSINESS AND MANAGEMENT		M	M	MD			MD		MD				
COMMUNICATIONS							M		M6D				
COMPUTER AND INFORMATION SCIENCES			M	M					M				
EDUCATION	M	MS	MS	MSD	MS	M	MSD		MSD	MS			M
ENGINEERING				MD			MD						
FINE AND APPLIED ARTS					M		MD		MD	M			
FOREIGN LANGUAGE				M			M		M				
HEALTH PROFESSIONS				MD	M		MD	D	M	M			
HOME ECONOMICS					M		M		M				

FIELDS OF GRADUATE STUDY OFFERED BY MISSISSIPPI INSTITUTIONS

	ASU	DSU	JSU	MSU	MUW	MVSU	UM	UMMC	USM	MC	RTS	WBS	WCC
LAW							MD						
LETTERS		M	M	M	M		MD		MóD				
LIBRARY SCIENCE		M					M		M				
MATHEMATICS			M	M			MD		M6				
MILITARY SCIENCE													
PHYSICAL SCIENCE		M	M	MD			MD		M6D	M			
PSYCHOLOGY				M			MD		MD				
PUBLIC AFFAIRS AND SERVICES		M	M				M		M	M			
SOCIAL SCIENCES		M	M	MD	M		MSD		M6D	M			
THEOLOGY											M	M	
TECHNOLOGICAL													
INTERDISCIPLINARY STUDIES		M					M						

Several Mississippi colleges and universities operate regional campuses or extension centers which enable the institutions to bring their graduate courses and programs to residents who might otherwise find distance from the parent institutions too great a burden. All courses and programs are offered through the appropriate departments and colleges on the parent campuses. Accordingly, attendance at the centers usually fulfills residency requirements and there is no limitation of credit toward degrees. Most of the policies governing the regional campus graduate programs are identical with those of the parent university. The centers are generally designed to react to the educational needs of Mississippi citizens. Consequently, courses and programs of study are added or deleted from the schedules as student demand warrants and resources permit.

FIELDS OF GRADUATE STUDY OFFERED BY
MISSISSIPPI INSTITUTIONS THROUGH EXTENSION CENTERS

MISSISSIPPI STATE UNIVERSITY

Jackson Branch

Programs
- Business
- Education
- Liberal Arts
- Agriculture
- Forestry
- Architecture

Meridian Branch

Programs
- Education----------M
- Business (General)----------M
- Liberal Arts (General)----------M

Vicksburg Center for Graduate Study in Engineering

Programs
- Civil Engineering----------M
- Engineering Mechanics----------M

MISSISSIPPI STATE UNIVERSITY, UNIVERSITY OF MISSISSIPPI (JOINTLY)

Jackson Engineering Graduate Program

Programs
- Civil Engineering----------M
- Electrical Engineering----------M
- Industrial Engineering----------M
- Mechanical Engineering----------M

UNIVERSITY OF MISSISSIPPI

Booneville Center

Programs

Programs offered are approved by the Oxford Campus on a basis of need and feasibility.

Degrees are conferred by the Oxford Campus.

UNIVERSITY OF MISSISSIPPI

Jackson Branch

Programs

Programs offered are approved by the Oxford Campus on a basis of need and feasibility.

Degrees are conferred by the Oxford Campus.

Southaven Center

Programs

Programs offered are approved by the Oxford Campus on a basis of need and feasibility.

Degrees are conferred by the Oxford Campus.

Tupelo Branch

Programs

Programs offered are approved by the Oxford Campus on a basis of need and feasibility.

Degrees are conferred by the Oxford Campus.

UNIVERSITY OF SOUTHERN MISSISSIPPI

Gulf Park Regional Campus (Long Beach)

Programs

Business and Management----------M
Criminal Justice Studies----------M
Education----------M

Additional programs may be offered upon approval by the Hattiesburg Campus on a basis of need and feasibility.

Universities Center (Jackson)

Programs

Programs offered are approved by the Hattieburg Campus on a basis of need and feasibility.

No degrees conferred.

UNIVERSITY OF SOUTHERN MISSISSIPPI

Jackson County Resident Center (Gautier)

Programs

Programs offered are approved by the Hattiesburg Campus on a basis of need and feasibility.

No degrees conferred.

Natchez Regional Campus

Programs

Business and Management----------M
Education----------M

Additional Programs may be offered upon approval by the Hattiesburg Campus on a basis of need and feasibility.

Scott County Resident Center (Forest)

Programs

Programs offered are approved by the Hattiesburg Campus on a basis of need and feasibility.

No degrees conferred.

Simpson County Resident Center (Sanatorium)

Programs

Programs offered are approved by the Hattiesburg Campus on a basis of need and feasibility.

No degrees conferred.

WILLIAM CAREY COLLEGE

Gulfport Branch

Programs

Education----------M

The institutions of higher learning and various educational agencies in the state periodically assess the academic fields of graduate studies provided by Mississippi colleges and universities in an effort to determine areas of need not met by the universities. If an area of need is recognized, steps are taken to satisfy the deficienty.

A survey of administrators of Mississippi institutions and other educational leaders in the state indicates that there is no major area of need in the academic fields at this time. There is a desire on the part of some graduate administrators and faculties, however, for areas of study already offered at other institutions in the state to be also available at their respective universities.

Educational leaders list three specific programs of study as being frequently requested by students but not available. These are: child psychology, doctorate in library science, and doctorate in forest resources. The Mississippi State University Curriculum Committee has submitted a program plan for the doctorate in forest resources and is presently awaiting approval of the graduate council. The Graduate and Professional Scholarship Program provides for a student who is a legal resident of Mississippi, is attending an out-of-state institution, and is studying for a degree in a field of study which is not offered in the state to be reimbursed for the out-of-state portion of the tuition. Doctorate study in library science qualifies for this program.

Below is a brief summary of telephone conversations with representatives of several Mississippi institutions.

DELTA STATE UNIVERSITY

Dr. Robins and Dr. Walters - suggest a masters program in nursing of the health field for DSU.

JACKSON STATE UNIVERSITY

Dr. John Peoples, Jr., referred request to Dr. Manning, assistant graduate dean - refused to give information or offer opinion over telephone.

MISSISSIPPI COLLEGE

Dr. Nobles and Dr. McMillan, graduate dean - no area of need.

MISSISSIPPI UNIVERSITY FOR WOMEN

President Sovall and Dr. Sowder, graduate dean - refused to give opinion over telephone.

MISSISSIPPI VALLEY STATE UNIVERSITY

Dr. Clair, graduate dean - sees a need for a masters program in secondary education at MVSU.

UNIVERSITY OF MISSISSIPPI

Chancellor Fortune and Dean Sam - no area of need.

STATUS OF HEALTH EDUCATION IN MISSISSIPPI
1979

The health care system in Mississippi is composed of physicians, dentists, nurses and other persons in the health related professions. The system utilizes hospitals, diagnostic laboratories, pharmacies and federal and state programs and agencies as well as offices and public and private clinics in delivering its services. The Mississippi State Board of Health and the Veterans Administration Hospital figure prominently as state and national agencies.

The education of medical manpower to fill the needs of this system is accomplished by schools located throughout the state. By far the largest of these health education institutions is the University Medical Center located in Jackson, the capital city. With a total enrollment in excess of 2,000, the Medical Center encompasses the Schools of Medicine, Dentistry, Nursing and Health Related Professions. Additionally, the graduate program in the medical sciences offers degrees at the master's and doctoral levels. The University Hospital is the patient care facility for the Center. Schools of nursing and the other health related professions are located in colleges and hospitals throughout the state. They are described in the appropriate section of this report.

Many agencies and individuals contributed to this report. Special thanks are due: Dr. Peggy Keheley, Associate Director for Nursing Education, Board of Trustees of State Institutions of Higher Learning, for supplying most of the data on nursing education; to Dr. Gordon Rovelstad, Assistant Dean for Educational Programs, School of Dentistry, for supplying information on dental education; to Dr. Frank Morgan, Assistant State Health Officer, for data on physicians licensed in Mississippi; to Dr. Thomas E. Freeland, Dean of School of Health Related Professions, for background data on education for the health professions in Mississippi; to Dr. Billy M. Bishop, Registrar, the University of Mississippi Medical Center, for supplying the information on current registrations and on degrees and certificates awarded at the University Medical Center. Additionally, numerous reports, both published and unpublished, of committees, commissions and ad hoc committees have been used.

UNIVERSITY OF SOUTHERN MISSISSIPPI

President Lucas, Dr. Van Aller, Dr. Anderson, and Dr. Weatherford - no area of need. With present competition among institutions, as soon as an interest is indicated at least one school will offer a program.

UNIVERSITY MEDICAL CENTER

No suggestions.

Survey forms were mailed to various educational leaders throughout the state. Attached are those that were returned.

Physicians in Practice
1979

The following report was produced from medical licensure data obtained during the July, 1978, physician license renewal cycle. As such, these data pertain to all physicians licensed, including both inactive and nonresident licensees.

Since the last report (compiled from 1975 data), there has been an increase of 317 physicians in the state, 251 (79%) are white and 66 (21%) are minority races. Racial minorities now account for 6.6% of active physicians as compared to 4.5% in 1975. The number of females increased by 39 during this 3 year period. Females now comprise 6.3% of the total, compared to 5.5% in 1975.

Of the total increase in active physicians, most (311) occurred in the primary care specialties. Mississippi now has one primary care physician for every 1,922 people compared to a 1975 figure of one primary care physician for every 2,400 people. Overall, there is one physician for every 977 people compared to one physician for every 1,091 in 1975.

Although these statewide figures are encouraging, there continues to be a movement away from rural practice and into the larger regional centers with better facilities and more opportunities for larger practice settings. An example of this is the rural county of Amite with one physician for every 12,900 people while neighboring Pike County (McComb) has one physician for every 912 people.

Between 1975 and 1978, the number of solo practitioners dropped by 77, while those in partnerships increased by 133.

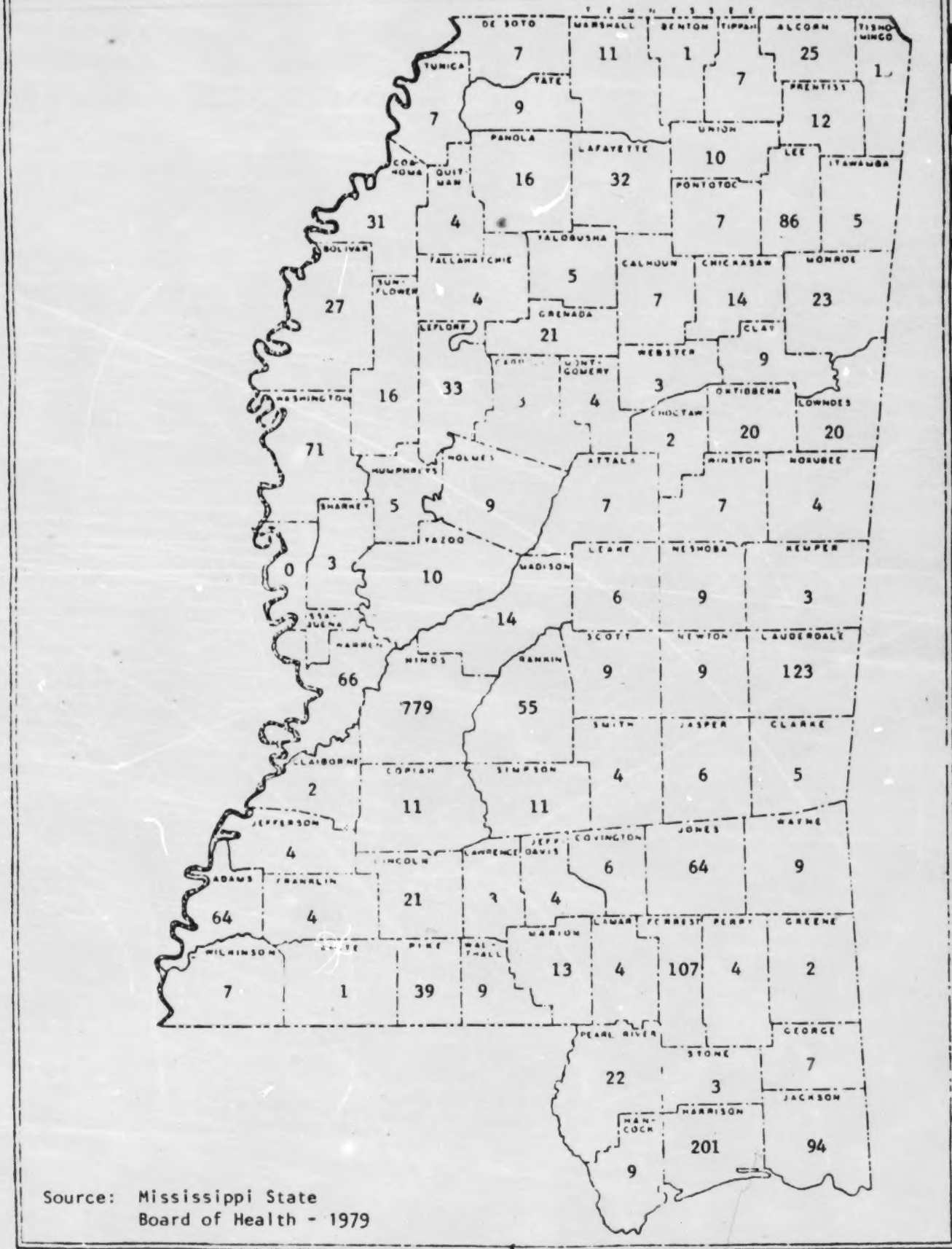
PHYSICIANS
LICENSED BY THE
MISSISSIPPI STATE BOARD OF HEALTH
AS OF JULY 1, 1978

		IN MISSISSIPPI	OUT OF STATE	ALL LICENSEES
STATUS				
	ACTIVE	2461	1980	4441
	INACTIVE	89	41	130
	TOTAL	2550	2021	4571
ACTIVE ONLY:				
RACE				
	WHITE	2298	1839	4137
	BLACK	73	68	141
	INDIAN	2	0	2
	ASIAN	88	73	161
	OTHER	0	0	0
SEX				
	MALE	2305	1878	4183
	FEMALE	156	102	258
	UNDER 30	188	188	376
	30-34	395	368	763
	35-39	343	318	661
	40-44	355	283	638
AGE	45-49	296	270	566
	50-54	278	198	476
	55-59	273	183	456
	60-64	130	101	231
	65-69	108	44	152
	≥70	95	27	122
	00	29	46	75
	1-10	40	52	92
PATIENT	11-25	110	112	222
CARE	26-40	411	391	802
HOURS	41-55	676	572	1248
	56-70	826	553	1379
	>70	333	231	564
	UNKNOWN	36	23	59
	1-10	13	4	17
	11-25	38	15	53
TOTAL	26-40	265	224	489
HOURS	41-55	722	647	1369
	56-70	950	731	1681
	>70	441	337	778
	UNKNOWN	32	22	54

ACTIVE PHYSICIANS BY COUNTY IN MISSISSIPPI
JULY 1, 1978

ADAMS	64	LEFLORE	33
ALCORN	25	LINCOLN	21
AMITE	1	LOWNDES	45
ATTALA	7	MADISON	14
BENTON	1	MARION	13
BOLIVAR	27	MARSHALL	11
CALHOUN	7	MONROE	23
CARROLL	3	MONTGOMERY	4
CHICKASAW	14	NESHOBA	9
CHOCTAW	3	NEWTON	9
CLAIBORNE	2	NOXUBEE	4
CLARKE	5	OKTIBBEHA	30
CLAY	9	PANOLA	16
COAHOMA	31	PEARL RIVER	22
COPIAH	11	PERRY	4
COVINGTON	6	PIKE	39
DE SOTO	7	PONTOTOC	7
FORREST	107	PRENTISS	12
FRANKLIN	4	QUITMAN	4
GEORGE	7	RANKIN	55
GREENE	2	SCOTT	9
GRENADA	21	SHARKEY	3
HANCOCK	9	SIMPSON	11
HARRISON	201	SMITH	4
HINDS	779	STONE	3
HOLMES	9	SUNFLOWER	16
HUMPHREYS	5	TALLAHATCHIE	4
ISSAQUENA	0	TATE	9
ITAWAMBA	5	TIPPAH	7
JACKSON	94	TISHOMINGO	15
JASPER	6	TUNICA	7
JEFFERSON	4	UNION	10
JEFFERSON DAVIS	4	WALTHALL	9
JONES	64	WARREN	66
KEMPER	3	WASHINGTON	71
LAFAYETTE	32	WAYNE	9
LAMAR	4	WEBSTER	3
LAUDERDALE	123	WILKINSON	7
LAWRENCE	3	WINSTON	7
LEAKE	6	YALOBUSHA	5
LEE	86	YAZOO	10
		TOTAL	2461

ACTIVE PHYSICIANS BY COUNTY



Source: Mississippi State Board of Health - 1979

ACTIVE PHYSICIANS IN MISSISSIPPI, PRIMARY FORM OF EMPLOYMENT BY COUNTY -- JULY 1, 1978 -- FEDERAL AND NONFEDERAL

	SELF EMPLOYED		NONGOVERNMENTAL EMPLOYER			GOVERNMENTAL EMPLOYER					
COUNTY	SOLO PRACTICE	PARTNER-SHIP	SOLO PRACTI-TIONER	PARTNER-SHIP	*OTHER	LOCAL & COUNTY	STATE	FEDERAL	**OTHER FORM	UNKNOWN	TOTAL
TOTAL	854	812	22	114	73	8	434	123	4	17	2461
ADAMS	34	23	-	-	1	-	5	-	-	1	64
ALCORN	19	5	-	-	1	-	-	-	-	-	25
AMITE	1	-	-	-	-	-	-	-	-	-	1
ATTALA	3	2	-	2	-	-	-	-	-	-	7
BENTON	1	-	-	-	-	-	-	-	-	-	1
BOLIVAR	10	9	-	2	2	-	1	3	-	-	27
CALHOUN	7	-	-	-	-	-	-	-	-	-	7
CARROLL	2	1	-	-	-	-	-	-	-	-	3
CHICKASAW	13	-	-	1	-	-	-	-	-	-	14
CHOCTAW	3	-	-	-	-	-	-	-	-	-	3
CLAIBORNE	2	-	-	-	-	-	-	-	-	-	2
CLARKE	2	3	-	-	-	-	-	-	-	-	5
CLAY	7	2	-	-	-	-	-	-	-	-	9
COAHOMA	15	9	-	-	2	1	2	1	-	1	31
COPIAH	5	6	-	-	-	-	-	-	-	-	11
COVINGTON	5	-	-	-	1	-	-	-	-	-	6
DESOTO	2	5	-	-	-	-	-	-	-	-	7
FORREST	26	61	-	15	1	-	4	-	-	-	107
FRANKLIN	2	2	-	-	-	-	-	-	-	-	4
GEORGE	3	3	-	-	1	-	-	-	-	-	7
GREENE	2	-	-	-	-	-	-	-	-	-	2
GRENADA	15	6	-	-	-	-	-	-	-	-	21
HANCOCK	7	2	-	-	-	-	-	-	-	-	9
HARRISON	76	53	2	2	4	-	3	58	1	2	201
HINDS	127	196	8	41	27	1	332	42	2	3	779
HOLMES	6	2	-	-	-	-	-	1	-	-	9
HUMPHREYS	4	1	-	-	-	-	-	-	-	-	5
ITAWAMBA	4	-	-	-	-	-	-	1	-	-	5
JACKSON	35	43	1	5	5	1	2	1	-	1	94
JASPER	4	2	-	-	-	-	-	-	-	-	6
JEFFERSON	3	1	-	-	-	-	-	-	-	-	4
JEFF DAVIS	3	-	-	-	-	-	-	-	-	1	4
JONES	20	29	-	3	-	1	11	-	-	-	64
KEMPER	3	-	-	-	-	-	-	-	-	-	3
LAFAYETTE	15	7	-	2	2	1	5	-	-	-	32
LAMAR	3	-	-	-	-	-	-	1	-	-	4
LAUDERDALE	36	52	-	12	3	1	16	2	-	-	123
LAWRENCE	2	1	-	-	-	-	-	-	-	-	3
LEAKE	5	1	-	-	-	-	-	-	-	-	6
LEE	24	51	2	4	3	-	1	1	-	-	86

*REFERS TO TRADE ESTABLISHMENT, GROUP HEALTH PLAN AND OTHER NONGOVERNMENTAL EMPLOYER
**REFERS TO UNPAID VOLUNTARY WORKER AND OTHER THAN THOSE LISTED

(CONT.) ACTIVE PHYSICIANS IN MISSISSIPPI, PRIMARY FORM OF EMPLOYMENT BY COUNTY

COUNTY	SELF EMPLOYED		NONGOVERNMENTAL EMPLOYER			GOVERNMENTAL EMPLOYER					
	SOLO PRACTICE	PARTNER-SHIP	SOLO PRACTI-TIONER	PARTNER-SHIP	*OTHER	LOCAL & COUNTY	STATE	FEDERAL	**OTHER FORM	UNKNOWN	TOTAL
LEFLORE	18	11	-	1	1	-	2	-	-	-	33
LINCOLN	14	6	-	-	-	-	-	-	-	1	21
LOWNDES	23	16	-	1	2	-	-	3	-	-	45
MADISON	6	4	-	-	1	-	1	2	-	-	14
MARION	8	1	-	4	-	-	-	-	-	-	13
MARSHALL	4	3	-	1	1	-	2	-	-	-	11
MONROE	10	9	1	2	-	-	1	-	-	-	23
MONTGOMERY	4	-	-	-	-	-	-	-	-	-	4
NESHOBA	5	2	-	-	-	-	-	2	-	-	9
NEWTON	6	3	-	-	-	-	-	-	-	-	9
NOXUBEE	1	3	-	-	-	-	-	-	-	-	4
OKTIBBEHA	13	8	1	1	1	-	4	-	1	1	30
PANOLA	4	8	-	1	-	2	1	-	-	-	16
PEARL RIVER	11	8	2	-	-	-	-	-	-	1	22
PERRY	1	2	-	1	-	-	-	-	-	-	4
PIKE	18	19	-	-	-	-	1	-	-	1	39
PONTOTOC	4	-	-	3	-	-	-	-	-	-	7
PRENTISS	7	4	-	-	1	-	-	-	-	-	12
QUITMAN	4	-	-	-	-	-	-	-	-	-	4
RANKIN	17	11	1	1	1	-	22	2	-	-	55
SCOTT	6	1	1	-	-	-	1	-	-	-	9
SHARKEY	2	-	-	-	1	-	-	-	-	-	3
SIMPSON	7	3	-	-	-	-	-	1	-	-	11
SMITH	2	2	-	-	-	-	-	-	-	-	4
STONE	1	2	-	-	-	-	-	-	-	-	3
SUNFLOWER	6	5	-	-	1	-	4	-	-	-	16
TALLAHATCHIE	-	3	-	1	-	-	-	-	-	-	4
TATE	7	2	-	-	-	-	-	-	-	-	9
TIPPAH	3	4	-	-	-	-	-	-	-	-	7
TISHOMINGO	5	9	-	-	-	-	-	1	-	-	15
TUNICA	5	1	-	-	1	-	-	-	-	-	7
UNION	4	5	-	-	-	-	-	-	-	1	10
WALTHALL	3	6	-	-	-	-	-	-	-	-	9
WARREN	6	37	1	7	2	-	12	1	-	-	66
WASHINGTON	37	25	-	-	6	-	1	-	-	2	71
WAYNE	6	2	-	-	1	-	-	-	-	-	9
WEBSTER	3	-	-	-	-	-	-	-	-	-	3
WILKINSON	-	6	-	-	-	-	-	-	-	1	7
WINSTON	5	2	-	-	-	-	-	-	-	-	7
YALOBUSHA	5	-	-	-	-	-	-	-	-	-	5
YAZOO	7	3	-	-	-	-	-	-	-	-	10

*REFERS TO TRADE ESTABLISHMENT, GROUP HEALTH PLAN AND OTHER NONGOVERNMENTAL EMPLOYER
**REFERS TO UNPAID VOLUNTARY WORKER AND OTHER THAN THOSE LISTED

ACTIVE PHYSICIANS IN MISSISSIPPI -- JULY 1, 1978 -- FEDERAL AND NONFEDERAL
PRINCIPAL SETTING OF PRIMARY ACTIVITY BY SEX, RACE, AGE, PATIENT CARE & TOTAL HOURS PER WEEK

		NONFEDERAL HEALTH FACILITIES			FEDERAL HEALTH FACILITIES	SCHOOLS						
		HOSPITAL	CLINIC	PRACTITIONERS OFFICE	MILITARY, USPHS, V.A., ETC.	SCHOOL OF MEDICINE	OTHER SCHOOLS	PUBLIC HEALTH	BUSINESS ESTABLISHMENT	*OTHER	UNKNOWN	TOTAL
TOTAL		611	123	1305	117	210	18	41	2	20	14	2461
SEX												
	MALE	560	118	1260	105	182	14	33	2	19	12	2305
	FEMALE	51	5	45	12	28	4	8	-	1	2	156
RACE												
	WHITE	569	108	1247	99	189	16	37	2	18	13	2298
	BLACK	8	10	37	13	4	-	-	-	1	-	73
	INDIAN	1	-	1	-	-	-	-	-	-	-	2
	ASIAN	33	5	20	5	17	2	4	-	1	1	88
	OTHER	-	-	-	-	-	-	-	-	-	-	-
	UNDER 30	74	5	25	14	65	2	-	-	1	2	188
	30-34	114	19	163	31	49	6	5	-	2	6	395
	35-39	111	17	163	19	20	4	3	1	1	4	343
	40-44	97	18	200	12	23	1	2	-	2	-	355
AGE	45-49	74	15	168	11	18	1	8	-	-	1	296
	50-54	55	18	172	10	10	1	8	-	4	-	278
	55-59	45	12	179	9	15	2	6	-	4	1	273
	60-64	22	9	84	4	7	-	4	-	-	-	130
	65-69	13	6	79	3	2	1	2	-	2	-	108
	≥70	6	4	72	4	1	-	3	1	4	-	95
	00	3	-	2	3	11	-	5	1	4	-	29
	1-10	5	1	6	6	7	2	9	-	4	-	40
PATIENT	11-25	16	5	18	23	35	2	8	-	1	2	110
CARE	26-40	120	33	147	44	41	5	15	1	4	1	411
HOURS	41-55	184	29	404	17	28	4	3	-	3	4	676
	56-70	166	43	546	15	46	4	-	-	3	3	826
	>70	107	11	168	7	38	-	-	-	-	2	333
	UNKNOWN	10	1	14	2	4	1	1	-	1	2	36
	1-10	2	1	4	-	-	-	3	-	3	-	13
	11-25	10	2	19	3	-	1	1	-	2	-	38
TOTAL	26-40	62	20	110	23	16	5	23	2	3	1	265
HOURS	41-55	199	33	364	48	47	6	13	-	7	5	722
	56-70	189	45	594	26	85	4	1	-	3	3	950
	>70	140	21	203	15	58	1	-	-	-	3	441
	UNKNOWN	9	1	11	2	4	1	-	-	2	2	32

*OTHER CONTAINS THE FOLLOWING: NURSING HOME, GROUP HEALTH PLAN FACILITY, PATIENT'S HOMES, PROFESSIONAL OR ALLIED HEALTH ASSOCIATION, PLACES OTHER THAN THOSE LISTED.

ACTIVE PHYSICIANS IN MISSISSIPPI -- JULY 1, 1978 -- FEDERAL AND NONFEDERAL
PRIMARY FORM OF EMPLOYMENT BY SEX, RACE, AGE, PATIENT CARE & TOTAL HOURS PER WEEK

		SELF EMPLOYED		NONGOVERNMENTAL EMPLOYER			GOVERNMENTAL EMPLOYER					
		SOLO PRACTICE	PARTNER-SHIP	SOLO PRACTI-TIONER	PARTNER-SHIP	*OTHER	LOCAL & COUNTY	STATE	FEDERAL	**OTHER FORM	UNKNOWN	TOTAL
TOTAL		854	812	22	114	73	8	434	123	4	17	2461
SEX												
	MALE	811	795	20	112	68	8	362	111	4	14	2305
	FEMALE	43	17	2	2	5	-	72	12	-	3	156
RACE												
	WHITE	803	801	21	110	62	8	369	104	4	16	2298
	BLACK	31	7	-	4	8	-	9	14	-	-	73
	INDIAN	1	-	-	-	1	-	-	-	-	-	2
	ASIAN	19	4	1	-	2	-	56	5	-	1	88
	OTHER	-	-	-	-	-	-	-	-	-	-	-
	UNDER 30	9	15	2	7	7	3	126	15	2	2	188
	30-34	71	122	5	38	20	-	98	33	1	7	395
	35-39	99	141	3	16	9	-	51	19	-	5	343
	40-44	122	152	2	16	8	1	42	11	-	1	355
AGE	45-49	115	108	3	9	10	-	38	12	-	1	296
	50-54	133	93	2	9	7	-	23	10	-	-	278
	55-59	135	80	2	11	4	2	27	10	-	1	273
	60-64	62	40	-	5	2	-	17	4	-	-	130
	65-69	55	34	1	2	2	1	8	5	-	-	108
	≥70	53	27	2	1	3	-	4	4	1	-	95
	00	4	-	-	-	3	-	18	4	-	-	29
	1-10	3	3	-	2	3	1	20	7	1	-	40
PATIENT	11-25	24	8	2	1	2	1	48	22	-	2	110
CARE	26-40	134	95	7	12	17	2	97	45	-	1	411
HOURS	41-55	275	258	6	30	26	-	56	20	-	5	676
	56-70	303	334	6	50	14	2	96	14	3	4	826
	>70	101	105	1	18	7	2	89	8	-	2	333
	UNKNOWN	10	9	-	1	-	-	10	3	-	3	36
	1-10	4	2	-	1	1	-	4	-	1	-	13
	11-25	22	8	1	-	1	1	3	2	-	-	38
TOTAL	26-40	102	45	8	7	13	-	63	26	-	1	265
	41-55	258	243	6	24	28	3	104	51	-	5	722
	56-70	333	370	6	57	21	2	128	25	3	5	950
	>70	129	135	1	24	8	2	123	16	-	3	441
	UNKNOWN	6	9	-	1	1	-	9	3	-	3	32

*REFERS TO TRADE ESTABLISHMENT, GROUP HEALTH PLAN AND OTHER NONGOVERNMENTAL EMPLOYER
**REFERS TO UNPAID VOLUNTARY WORKER AND OTHER THAN THOSE LISTED

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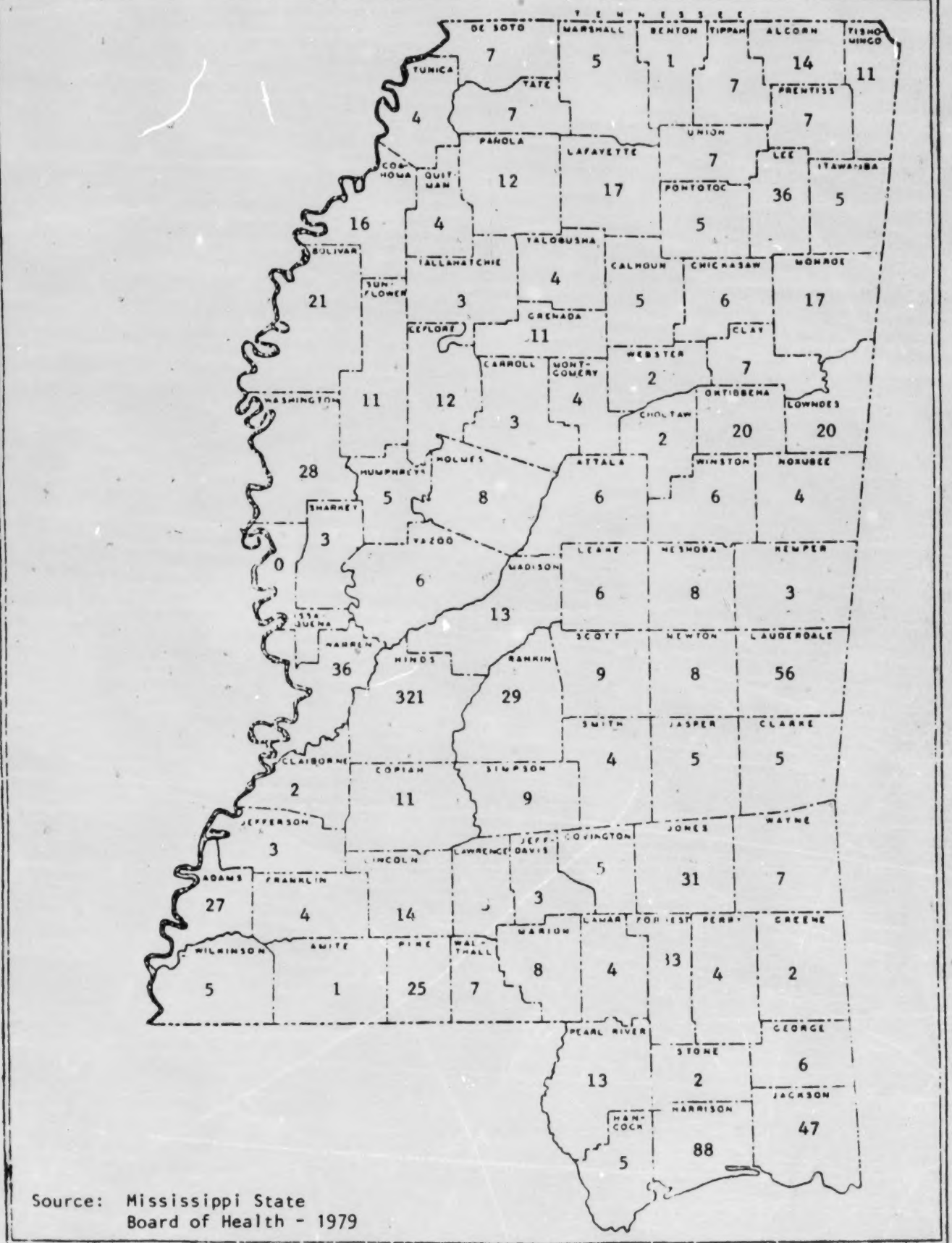
ACTIVE PRIMARY CARE PHYSICIANS BY COUNTY



Source: Mississippi State Board of Health - 1979

ACTIVE PHYSICIANS IN MISSISSIPPI -- JULY 1, 1978 -- FEDERAL AND NONFEDERAL
PRIMARY FORM OF EMPLOYMENT BY PRINCIPAL SETTING OF PRIMARY ACTIVITY

PRIMARY FORM OF EMPLOYMENT	PRINCIPAL SETTING OF PRIMARY ACTIVITY									
	NONFEDERAL HEALTH FACILITIES			FEDERAL HEALTH FACILITIES	SCHOOLS					
	HOSPITAL	CLINIC	PRACTITIONERS OFFICE	MILITARY, USPHS, V.A., ETC.	SCHOOL OF MEDICINE	OTHER SCHOOLS	PUBLIC HEALTH	BUSINESS ESTABLISHMENT	*OTHER	TOTAL
SELF EMPLOYED										
SOLO PRACTICE	143	9	693	-	4	-	-	-	3	852
PARTNERSHIP	198	71	534	2	3	-	-	-	4	812
NONGOVERNMENTAL EMPLOYER										
SOLO PRACTICE	8	3	10	-	1	-	-	-	-	22
PARTNERSHIP	40	19	52	2	1	-	-	-	-	114
**OTHER	41	14	10	-	2	-	-	2	4	73
GOVERNMENTAL EMPLOYER										
LOCAL & COUNTY	6	-	-	-	-	1	-	-	1	8
STATE	168	6	1	1	199	16	38	-	5	434
FEDERAL	3	1	3	112	-	-	3	-	1	123
***OTHER FORM	1	-	-	-	-	1	-	-	2	4
TOTAL	608	123	1303	117	210	18	41	2	20	2442

*REFERS TO: NURSING HOME, GROUP HEALTH PLAN FACILITY, PATIENT'S HOMES, PROFESSIONAL OR ALLIED HEALTH ASSOCIATION, PLACES OTHER THAN THOSE LISTED.
**REFERS TO: TRADE ESTABLISHMENT, GROUP HEALTH PLAN AND OTHER NONGOVERNMENTAL EMPLOYER.
***REFERS TO: UNPAID VOLUNTARY WORKER AND OTHER THAN THOSE LISTED.

NOTE: SETTING OF PRIMARY ACTIVITY OR PRIMARY FORM OF EMPLOYMENT NOT ASCERTAINED FOR 19 LICENSEES.

FOREIGN MEDICAL SCHOOL GRADUATES
WITH LIMITED INSTITUTIONAL LICENSE
SEX AND RACE BY
PRINCIPAL SETTING OF
PRIMARY ACTIVITY
JULY 1, 1978

INSTITUTION	TOTAL	MALE	FEMALE	WHITE	BLACK	INDIAN	ASIAN	OTHER
TOTAL	50	40	10	15	-	-	35	-
EAST MS. STATE HOSPITAL (MENTAL) (MERIDIAN)	6	5	1	3	-	-	3	-
ELLISVILLE STATE SCHOOL (ELLISVILLE)	3	2	1	1	-	-	2	-
KUHN MEMORIAL STATE HOSPITAL (VICKSBURG-CHARITY)	7	6	1	-	-	-	7	-
MATTY HERSEE STATE HOSPITAL (MERIDIAN-CHARITY)	4	4	-	-	-	-	4	-
NATCHEZ CHARITY HOSPITAL (NATCHEZ)	5	5	-	3	-	-	2	-
MS. STATE PENITENTIARY (PARCHMAN)	4	3	1	1	-	-	3	-
SOUTH MS. STATE HOSPITAL (LAUREL-CHARITY)	5	3	2	2	-	-	3	-
UNIVERSITY MEDICAL CENTER (JACKSON)	13	10	3	5	-	-	8	-
STATE BOARD OF HEALTH (JACKSON)	3	2	1	-	-	-	3	-

School of Medicine

The University of Mississippi Medical Center is the state's only academic health sciences center, the only institution of higher learning solely devoted to health professions education. Except for a few applicants to a certificated program, all of its students complete college preprofessional courses on other campuses. All of its degree and most of its few certificate programs are unique in Mississippi and depend for success upon coordination with the junior and senior colleges and universities which offer the prerequisite curricula.

The medical school responsibility is to offer an excellent, comprehensive program of medical education, research, and care toward the ultimate goal of improved health and well-being of the citizens of the state and the region. The primary objective is to provide adequate numbers of well-trained physicians and certain supporting health workers who are responsive to societal needs, and are committed to medical education as a continuum which must prevail throughout professional life. Related objectives are to expand the body of basic and applied knowledge, to improve systems of health care delivery, and to demonstrate model medical care for hospitalized and ambulatory patients. Since 1970, the medical school class size has increased from 95 to 150.

University Hospital. The purpose of the University Hospital is to furnish a clinical teaching environment for all undergraduate, graduate, and postgraduate students at the Medical Center; to serve as the site of clinical research and of exacting diagnostic and therapeutic procedures, thus providing model patient care and rendering direct community services as an acute general hospital for the immediate area and a tertiary care referral center for the state.

ENROLLMENT
UNIVERSITY OF MISSISSIPPI MEDICAL CENTER 1955-1978

	55-56	56-57	57-58	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78
Medicine	135	214	253	271	274	273	282	289	283	286	288	297	305	318	330	349	368	402	432	490	530	565	599
Nursing																							
B.S.		29	44	50	54	54	69	85	114	122	122	136	136	126	142	155	161	152	181	209	185	198	182
M.N.																	19	27	27	27	52	44	32
Nurse Associate																			2	8	17	14	(4)
Dentistry																					25	49	82
Health Related Professions																							
Dental Hygiene																9	19	27	27	32	38	42	46
Med. Rec. Admin.					2	4	4	5	5	5	3	6	3	6	6	8	3	10	16	9	20	22	29
Medical Technology		4	11	11	19	21	24	18	12	10	9	8	9	7	14	24	21	21	21	22	20	19	18
Physical Therapy																			18	38	42	43	44
Nurse Anesthesia																	6	12	11	15	19	21	21
Respiratory Therapy																						10	(13)
X-ray Technology		4	7	8	8	8	10	9	10	10	13	16	16	20	23	22	23	24	20	23	26	26	31
Clinical Nuclear Medicine													1	1	3	4	3	3	4	3	6	6	6
Cytotechnology																				5	4	5	4
Nurse-Midwifery																	8	9	14	23	21	18	17
Graduate	2	2	12	18	21	31	37	50	47	55	69	95	91	85	100	100	78	81	84	96	96	99	83
House Officers	26	44	65	33	92	103	111	99	113	111	114	129	130	138	145	158	154	188	213	245	253	249	254
Fellows									17	11	8	7	16	15	11	12	15	17	22	21	19	23	23
Auditors	3								3	1	2		2					1			1	1	0
TOTAL	166	297	392	441	470	494	537	555	604	611	628	694	712	720	778	845	881	976	1098	1266	1375	1454	1471

UNIVERSITY OF MISSISSIPPI AT THE MEDICAL CENTER
DEGREES AND CERTIFICATES

Year	MD	PhD	MS	MN	BSN	Nurse Clin	BS PT	MRA	MT	DH	NA	RT	X-R	CNT	CYTO	NMW	PA	Total
1955-56	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
1956-57	24	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	28
1957-58	44	-	-	-	14	-	-	-	(Cert.)	-	-	-	(Cert.)	-	-	-	-	58
1958-59	62	-	6	-	18	-	-	-	9	-	-	-	7	-	-	-	-	102
1959-60	63	3	1	-	20	-	-	-	9	-	-	-	8	-	-	-	-	104
1960-61	54	-	1	-	22	-	-	(Cert.)	9	-	-	-	3	-	-	-	-	89
1961-62	62	1	4	-	13	-	-	2	13	-	-	-	5	-	-	-	-	100
1962-63	64	2	2	-	14	-	-	3	11	-	-	-	4	-	-	-	-	100
1963-64	71	10	6	-	28	-	-	1	12	-	-	-	4	-	-	-	-	132
1964-65	58	7	2	-	24	-	-	5	5	-	-	-	5	-	-	-	-	106
1965-66	68	3	8	-	32	-	-	5	4	-	-	-	4	-	-	-	-	124
1966-67	68	8	23	-	25	-	-	3	4	-	-	-	7	(Cert.)	(Cert.)	-	-	138
1967-68	65	11	7	-	19	-	-	3	3	-	-	-	8	3	3	-	-	122
1968-69	75	18	9	-	20	-	-	3	5	-	-	-	9	1	4	-	-	144
1969-70	75	11	4	-	32	-	-	6	2	-	-	-	8	2	4	(Cert.)	-	144
1970-71	78	14	9	-	26	-	-	5	12	(Cert.)	-	-	9	4	4	4	-	165
1971-72	81	18	9	6	32	-	-	8	12	8	(Cert.)	-	12	5	4	8	-	203
1972-73	91	16	8	18	41	(Cert.)	-	3	9	11	6	-	10	2	3	13	-	231
1973-74	92	24	11	13	41	2	-	10	11	13	4	-	9	4	3	11	(Cert.)	248
1974-75	101	7	9	28	37	5	15	16	10	12	6	-	9	4	4	17	9	289
1975-76	115	14	11	11	50	19	21	9	10	18	-		12	6	4	35	-	335
1976-77	110	12	10	38	103	12	20	10 (cert 10 (BS	7	20	9 (BS		14	6	4	27	-	422
1977-78	146	4	8	26	79		23	12(BS	12	18	10(BS	3	11	6	5	26	7	396

The University of Mississippi School of Medicine serves the entire state. The student admissions committee works closely with all public and private colleges and universities in Mississippi, and an Office of Minority Student Affairs focuses upon the unique circumstances of those schools which have historically had predominantly black faculties and student bodies. Strong preference is given to applicants who are state residents.

The School of Medicine is a tax-supported public institution serving a population which is 55.5 percent rural (communities of less than 2,500); has a median per capita personal income of $4,529, and median education of 10.7 years. The state has 16,944 hospital beds, including federal and psychiatric institutions, sufficient for its estimated 2,350,000 residents but, according to most recent State Board of Health figures, only 2,144 active physicians, a ratio of 1:1095.

The greatest deficit in the health care system has long been and continues to be trained manpower. The four-year medical school was established in recognition of that need and, from its outset, has accepted its major role in increasing the numbers of physicians in practice. Responsiveness to society's needs is today also perceived as emphasis on primary care disciplines and achievement of geographic and ethnic balance to the greatest extent possible.

On July 1, 1955, when the University of Mississippi Medical Center opened, the state Bureau of Vital Statistics reported 1,449 practicing physicians, of whom 42 percent were more than 60 years old and only 28 percent were under 40. On July 1, 1975, the state reported 2,144 physicians in active practice, of whom 14.5 percent were over 60 and 50.5 percent were under 40 years of age. It is reasonable to claim that most of the added physicians and the age shift must be credited to this School of Medicine.

Yearly data show increasing emphasis on primary care with about two-thirds of a class indicating this preference as students and 364 of 538 graduates in the last five years actually entering such a discipline in the first postgraduate year.

Since 1957, 1813 physicians have earned the M.D. at the Medical Center. Of those who have completed training and are in practice, 68 percent are in Mississippi. This retention rate easily betters the 50.2 percent national average for state schools cited by the Association of American Medical Colleges in a January, 1970 "Datagram."

Status of School of Medicine Graduates
1957-1979

Years	Practicing in-state	Practicing out-of-state	In Training	In Military	Deceased	Not Practicing	Other	Total
1957-1961	142	88	2	5	9		1	247
1962-1966	159	122	9	21	6	5	1	323
1967-1971	189	75	43	46	5	2	1	361
1972-1976	134	31	225	49	2	5	34	480
1977	1		102	7				110
1978			146					146
1979			146					146
	625	316	773	128	22	12	37	1813

EDUCATIONAL PROGRAMS

POSTGRADUATE MEDICAL EDUCATION

The University of Mississippi Medical Center offers graduate medical education in all of the major specialties and most of the subspecialties. Residency training is essential to the achievement of the Medical Center's mission to improve the quality of life in this state through provision of adequate numbers of well-trained doctors of medicine, because a direct relation is known to exist between practice location and training sites. Moreover, the residents care for large numbers of teaching patients who might otherwise have no access to care, and make major contributions to the learning experiences of the undergraduate medical students, especially in the third or fourth year. Probably no better method of bedside learning about patients has been devised than the team of clinical clerks in the junior year of medical school, a resident in the first postgraduate year who works closely with them, and a senior resident supervising both the students and junior house staff with the stimulus of the faculty at attending rounds.

In recognition of this dual teaching-learning role, the School of Medicine funds 46.4 percent of the residents' salaries with the balance coming from the University Hospital budget.

As of January, 1978, three of 17 residencies were in a probationary status because of personnel deficiencies. The three were or had recently been under an acting chief of the service; all had acquired full-time chiefs by the end of the 1977-1978 academic year, and all were expected to regain full approval at their next review.

Of the 252 residents registered in January, 1978, only 17 were foreign medical graduates. Yearly data displayed in the following table indicate a gradual increase in total numbers of residents and growing interest in the primary care fields of pediatrics, family medicine, and internal medicine.

UMC Approved Residency Programs

	Number of House Officers in Programs by Years				
	74-75	75-76	76-77	77-78	78-79
Anesthesiology	13	13	12	3	5
Family Medicine	14	24	28	26	29
Internal Medicine	63	63	65	68	64
Neurology	5	6	6	7	6
Neurosurgery	5	4	4	3	4
OB-Gyn	14	16	17	20	22
Pathology	9	11	10	10	8
Pediatrics	21	23	24	24	22
Psychiatry	9	8	10	14	12
Radiology	12	11	12	12	12
General Surgery	41	40	34	31	28
Thoracic Surgery	1	2	2	2	2
Ophthalmology	8	11	12	11	12
Orthopedics	12	12	--	7	10
Otolaryngology	8	8	8	6	7
Plastic Surgery	4	4	4	4	4
Urology	8	6	6	8	6
Flexible	--	3	3	--	--
TOTALS	247	265	257	256	253

Specialty Choices of University of Mississippi
Medical School Graduates (1977)*

Anesthesiology	4
Family Medicine	12
Flexible	9
Internal Medicine	24
Neurology	3
Obstetrics-Gynecology	9
Pathology	1
Pediatrics	8
Psychiatry	6
Radiology	3
Surgery (General)	23
Orthopedic Surgery	3
TOTAL	105

Specialty Choices of University of Mississippi
Medical School Graduates (1978)*

Anesthesiology	6
Dermatology	2
Family Medicine	31
Flexible	8
Internal Medicine	31
Neurology	0
Obstetrics-Gynecology	5
Pathology	4
Pediatrics	9
Psychiatry	3
Radiology	4
Surgery (General)	17
Otolaryngology	2
Ophthalmology	3
Orthopedic Surgery	6
Urology	1
TOTAL	132

*There have been some slight changes in these figures, and not all graduates are included in total for either year.

SCHOOL OF MEDICINE 1978-79 ENTERING CLASS

Number of entering students 150

Premedical Schools Represented In Entering Class

University of Mississippi	48
Mississippi State University	32
Millsaps College	19
Mississippi College	13
University of Soutern Mississippi	12
Delta State University	3
Jackson State University	1
Mississippi University for Women	1
William Carey College	1
Vanderbilt University	3
Southwestern at Memphis	2
Johns Hopkins University	1
University of Chicago	1
University of Michigan	1
Sewanee	1
Wheaton College	1
King College	1
Memphis State University	1
Emory University	1
Howard University	1
Medical College of Virginia	1
Newcomb College	1
University of New Orleans	1
Tulane University	1
Louisiana State University	1
University of Tennessee	1

Number of Male and Female Students

Male	123	116 White
		7 Black
Female	27	25 White
		2 Black

Academic Degrees Earned

Number awarded BS or BA degree before entering medical school	124
Number awarded MS degree before entering medical school	1
Number entering medical school without undergraduate/graduate degree	25
TOTAL	150

Population of Hometown

Number of students from towns with population of 5,000 or less	32
Number of students from towns with population of 5,001 to 10,000	8
Number of students from towns with population of 10,001 to 20,000	33
Number of students from towns with population of 20,001 to 30,000	36
Number of students from towns with population of 30,001 to 40,000	12
Number of students from towns with population of 40,001 to 50,000	5
Number of students from towns with population of 50,001 or higher	24
TOTAL	150

Parental Occupations

Sons/daughters of Physicians	18
" " Lawyers	6
" " Veterinarians	1
" " Engineers	12
" " Accountants	2
" " Pharmacists	1
" " Dentists	2
" " Ministers	1
" " Teachers	17
" " Business Executives	23
" " Scientists	1
" " Government Employees	6
" " Salesmen	7
" " Persons engaged in other occupations (Supervisors, Self-employed, Laborers, Nurses, Truck Drivers, Farmers, etc.)	53
TOTAL	150

Residency Classification--Cumulative All Four Classes
By Status of Birth

Total enrollment for 1978-79 academic year		607
Native Mississippians	571	
Non-native Mississippians	36	
TOTAL	607	

Geographical Distribution by Mississippi County
Cumulative All Four Classes

Number from Mississippi counties	605
Number of Mississippi counties represented in School of Medicine enrollment.	73

Marital Status--Cumulative All Four Years

Number of married men students	154
Number of married women students	42
TOTAL	196

Classification by Sex--Cumulative All Four Years

Number of male students		480
Number of female students		127
	TOTAL	607

Classification by Racial Origins
Cumulative All Four Years

Number of white students	white male	452	568
	white female	116	
Number of black students	black male	23	31
	black female	8	
Number of American Indians	American Indian male	0	1
	American Indian female	1	
Number of Hispanic	Hispanic male	1	1
	Hispanic female	0	
Number of Asian Americans	Asian American male	4	6
	Asian American female	2	
	TOTAL		607

Legal Residency Classification
Cumulative All Four Years

Number classed as legal residents of Mississippi		605
Number classed as nonresidents of Mississippi		2
	TOTAL	607

Housestaff from 1955 to 1977

Basis for count. For years prior to 1965 the count was taken from Faculty-Student Directories. In the years after 1970, the clinical psychology interns were included in the intern count. They are not included in this count.

1955-56	Interns	13	1967-68	Interns	19
	Residents	13		Residents	111
	Total	26		Total	130
1956-57	Interns	18	1968-69	Interns	23
	Residents	26		Residents	115
	Total	44		Total	138
1957-58	Interns	23	1969-70	Interns	24
	Residents	40		Residents	121
	Total	63		Total	145
1958-59	Interns	24	1970-71	Interns	32
	Residents	60		Residents	126
	Total	84		Total	158
1959-60	Interns	23	1971-72	Interns	26
	Residents	69		Residents	118
	Total	92		Total	144
1960-61	Interns	23	1972-73	Interns	30
	Residents	80		Residents	146
	Total	103		Total	176
1961-62	Interns	23	1973-74	Interns	45
	Residents	88		Residents	156
	Total	111		Total	201
1962-63	Interns	19	1974-75	Interns	39
	Residents	80		Residents	195
	Total	99		Total	234
1963-64	Interns	25	1975-76	Interns	32
	Residents	88		Residents	211
	Total	113		Total	243
1964-65	Interns	17	1976-77	Interns	29
	Residents	94		Residents	209
	Total	111		Total	238
1965-66	Interns	16	1977-78	Interns	34
	Residents	98		Residents	210
	Total	114		Total	244
1966-67	Interns	24			
	Residents	105			
	Total	129			

Postgraduate Education Division 1978-79

This count includes only those students who have the M.D. degree and who are classified as interns, residents, or fellows. In reporting the information below, the count is based on:

32	Interns
209	Residents
12	Fellows
253	Total

Number of housestaff graduating from the University of Mississippi School of Medicine:

22	Interns
143	Residents
7	Fellows
172	Total

Number of native Mississippians not graduating from the University of Mississippi School of Medicine:

2	Interns
8	Residents
1	Fellow
11	Total

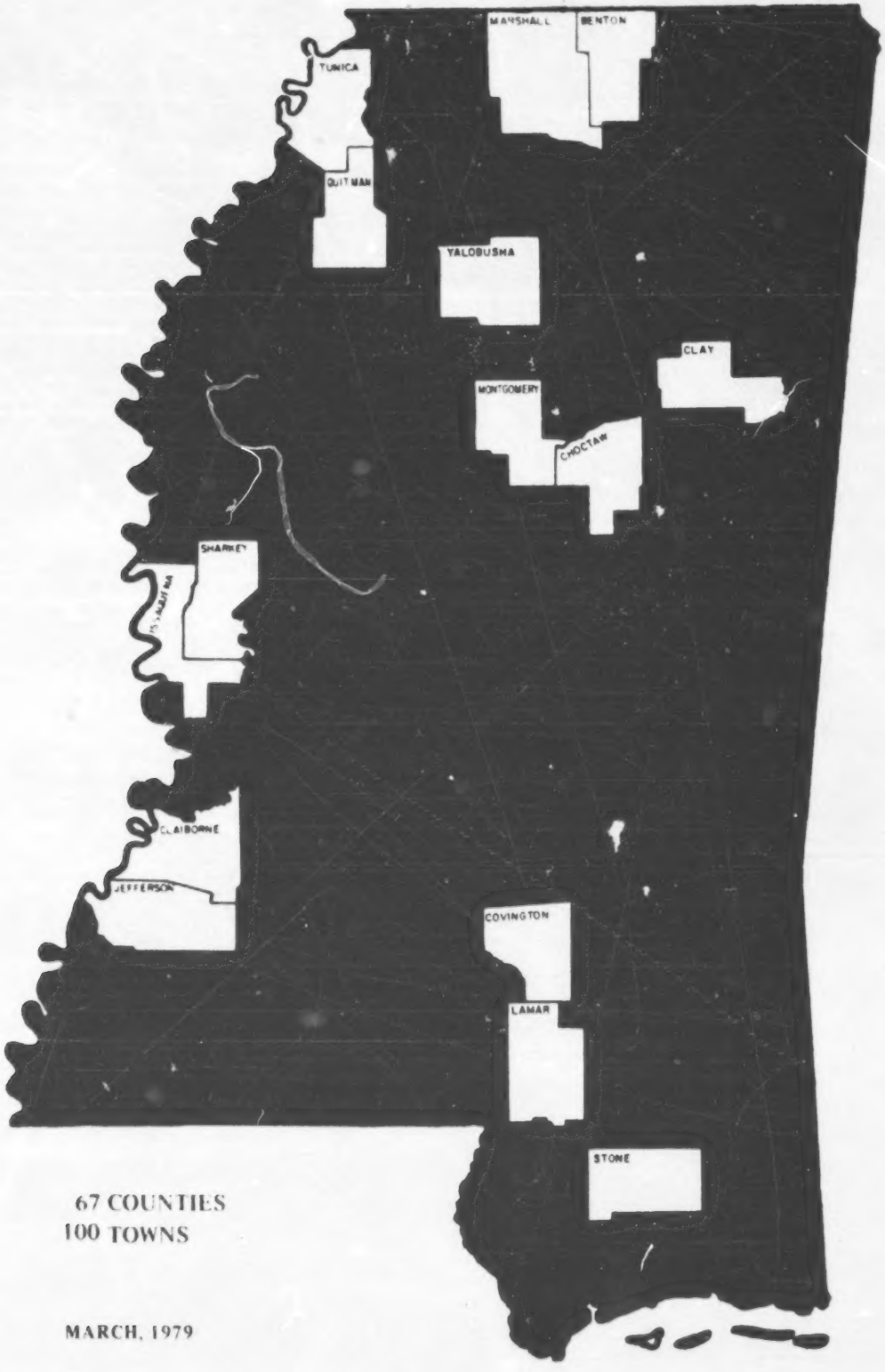
Graduates of other institutions (does not include native Mississippians above):

8	Interns
58	Residents
4	Fellows
70	Total

Housestaff by department (cumulative count, interns, residents and fellows):

Department	Number	
Anesthesiology	5	
Family Practice	30	
Medicine	65	
Neurology	5	
Neurosurgery	2	
Obstetrics-Gynecology	21	
Opthalmology	10	
Orthopedic Surgery	7	
Otolaryngology Surgery	2	
Pathology	8	
Pediatrics	21	
Psychiatry	12	
Radiology	12	
Surgery	49	
Urology	4	
	253	Total

SCHOOL OF MEDICINE FOUR YEAR GRADUATES



67 COUNTIES
100 TOWNS

MARCH, 1979

Dentists In Practice

This report was compiled by the Mississippi State Board of Health Statistical Services Unit from information obtained from the Division of Public Health Dentistry, the County Health Departments, and the Mississippi Dental Association. Similar reports have been prepared either annually or semiannually since 1952.

Mississippi had 757 active dentists who were licensed by the state and were in private practice or employed by federal or state government on January 1, 1979. This count included 676 in private practice, 33 in government service, 9 in private practice and government combined, and 33 in limited institutional practice. The number of active dentists excluded 5 retired dentists and one specialist from out of state who had a limited part-time practice in Mississippi.

During the year 1978, 54 newly licensed dentists entered practice in Mississippi (included in this count were 10 in limited institutional practice) and 2 practitioners returned to the state. Nine dentists (6 active and 3 retired) died, 13 dentists (all active) moved from the state, 7 dentists retired, and there were 4 who failed to renew their licenses. The new total of active dentists practicing in Mississippi was the highest ever recorded and since January 1, 1978, the net gain was twenty-six.

Relating the number of dentists on January 1, 1979, to an estimate of the resident population as of July 1, 1977, from the U.S. Bureau of Census, there were 3,152 persons per dentists.

Since January 1, 1978, Mississippi gained three female dentists (two white and three nonwhite in Hinds County, one nonwhite in Harrison County, one white in Simpson County, and one white in Warren County). This was the largest number of female dentists reported at any time in Mississippi. Counts of males revealed that 720 were white and 37 were nonwhite. There has been a steady increase in the number of nonwhite dentists since January 1, 1973, when the total was 25, the lowest count ever recorded.

The two major areas of population concentration had the most dentists. Hinds and Rankin Counties had a total of 184 with 170 of these in Hinds, and the counties along the Gulf Coast had the second largest count with a total of 102 (Harrison with 65, Jackson with 32, and Hancock with 5). Combined, these two metropolitan areas contained slightly over one-third of the state's total supply of dental manpower. Twelve counties had only one dentist each and 3 counties (Benton, Greene, and Issaquena)were without a dentist.

A study of the age distribution revealed that 62.5 percent were under 50 years of age with 284 or 37.5 percent under 40 and 189 or 25.0 percent in the age group 40-49. There were also 180 dentists (23.8 percent) 50-59 years of age and 104 dentists (13.7 percent) 60 years of age or over on January 1, 1979.

The distinction between urban and rural locations is no longer of as much importance as it was in the past, but at the time of the current report 86 percent of the dentists in Mississippi were located in urban* areas and only 14 percent were classified as rural.

*Incorporated towns of 2,500 or more, according to 1970 census except for Pearl which was not incorporated until 1973.

BY COUNTY AND TOWN OF PRACTICE AND AGE,
ALSO BY COUNTY AND TOWN OF PRACTICE AND RACE,
AS OF JANUARY 1, 1979

County	Total	Age				Race	
		Under 40	40-49	50-59	60 & Over	White	Non-white
STATE	757	284	189	180	104	720	37
Adams	15	3	5	4	3	14	1
Alcorn	13	3	6	2	2	13	0
Amite	1	0	1	0	0	1	0
Attala	5	3	1	1	0	5	0
Benton	0	0	0	0	0	0	0
Bolivar	11	3	4	4	0	9	2
Calhoun	3	0	2	1	0	3	0
Carroll	1	1	0	0	0	1	0
Chickasaw	3	1	0	2	0	3	0
Choctaw	1	0	1	0	0	1	0
Claiborne	2	0	1	0	1	2	0
Clarke	1	0	0	0	1	1	0
Clay	2	1	0	1	0	2	0
Coahoma	10	5	2	2	1	9	1
Copiah	4	0	1	2	1	4	0
Covington	3	2	1	0	0	3	0
DeSoto	5	3	1	1	0	5	0
Forrest	35	16	6	9	4	34	1
Franklin	1	0	1	0	0	1	0
George	5	3	0	0	2	5	0
Greene	0	0	0	0	0	0	0
Grenada	7	2	3	2	0	7	0
Hancock	5	1	1	2	1	5	0
Harrison	65	24	19	17	5	62	3
Hinds	170	65	46	41	18	159	11
Holmes	4	0	1	1	2	4	0
Humphreys	1	1	0	0	0	1	0
Issaquena	0	0	0	0	0	0	0
Itawamba	2	1	1	0	0	2	0
Jackson	32	16	7	4	5	31	1
Jasper	2	0	1	1	0	2	0
Jefferson	3	2	0	1	0	2	1
Jeff Davis	3	2	0	0	1	3	0
Jones	20	10	5	3	2	20	0
Kemper	1	1	0	0	0	1	0
Lafayette	7	4	1	2	0	7	0
Lamar	3	2	0	1	0	3	0
Lauderdale	26	6	6	9	5	24	2
Lawrence	2	1	0	0	1	2	0
Leake	2	1	0	0	1	2	0
Lee	30	13	7	4	6	28	2
Leflore	15	2	5	3	5	13	2

Town*	Total	Age				Race	
		Under 40	40-49	50-59	60 & Over	White	Non-white
Aberdeen	3	0	2	0	1	3	0
Amory	4	1	2	0	1	4	0
Batesville	5	2	1	2	0	4	1
Bay St. Louis	3	0	1	1	1	3	0
Belzoni	1	1	0	0	0	1	0
Biloxi	27	13	5	7	2	26	1
Booneville	3	0	1	1	1	3	0
Brandon	3	2	1	0	0	3	0
Brookhaven	9	2	2	3	2	9	0
Canton	3	1	1	1	0	3	0
Carthage	2	1	0	0	1	2	0
Charleston	3	0	0	2	1	3	0
Clarksdale	10	5	2	2	1	9	1
Cleveland	7	2	3	2	0	7	0
Clinton	5	3	1	1	0	5	0
Columbia	5	1	2	2	0	5	0
Columbus	16	6	5	3	2	15	1
Corinth	12	3	6	1	2	12	0
Crystal Springs	2	0	1	1	0	2	0
Drew	1	0	0	0	1	1	0
Durant	1	0	0	0	1	1	0
Ellisville	2	2	0	0	0	2	0
Forest	4	0	1	1	2	4	0
Fulton	2	1	1	0	0	2	0
Greenville	23	9	4	7	3	19	4
Greenwood	14	2	5	2	5	12	2
Grenada	7	2	3	2	0	7	0
Gulfport	30	6	12	10	2	29	1
Hattiesburg	32	16	5	8	3	31	1
Hazlehurst	2	0	0	1	1	2	0
Hollandale	1	0	1	0	0	1	0
Holly Springs	4	2	1	1	0	3	1
Houston	2	1	0	1	0	2	0
Indianola	3	1	1	1	0	3	0
Jackson	156	57	44	37	18	145	11
Kosciusko	5	3	1	1	0	5	0
Laurel	17	7	5	3	2	17	0
Leland	1	0	0	1	0	1	0
Lexington	2	0	1	0	1	2	0
Long Beach	5	2	2	0	1	5	0

Town*	Total	Age				Race	
		Under 40	40-49	50-59	60 & Over	White	Non-white
Louisville	3	0	1	2	0	3	0
Macon	1	0	0	0	1	1	0
Magee	4	2	0	1	1	4	0
Marks	2	1	0	1	0	2	0
McComb	8	3	1	3	1	8	0
Meridian	25	5	6	9	5	23	2
Morton	1	0	1	0	0	1	0
Moss Point	3	0	2	0	1	2	1
Natchez	15	3	5	4	3	14	1
New Albany	5	1	1	3	0	5	0
Newton	1	1	0	0	0	1	0
Ocean Springs	9	5	2	1	1	9	0
Okolona	1	0	0	1	0	1	0
Oxford	7	4	1	2	0	7	0
Pascagoula	17	10	3	1	3	17	0
Pass Christian	0	0	0	0	0	0	0
Pearl	4	2	1	1	0	4	0
Philadelphia	6	4	0	1	1	6	0
Picayune	6	1	1	2	2	6	0
Pontotoc	3	1	0	2	0	3	0
Port Gibson	2	0	1	0	1	2	0
Quitman	1	0	0	0	1	1	0
Ripley	5	2	1	1	1	5	0
Rosedale	1	0	0	1	0	1	0
Senatobia	4	1	2	0	1	4	0
Shaw	0	0	0	0	0	0	0
Shelby	1	0	0	1	0	1	0
Starkville	10	5	2	1	2	10	0
Tupelo	28	12	7	3	6	26	2
Vicksburg	19	9	1	5	4	19	0
Water Valley	0	0	0	0	0	0	0
Waveland	2	1	0	1	0	2	0
Waynesboro	3	0	2	0	1	3	0
West Point	2	1	0	1	0	2	0
Wiggins	2	2	0	0	0	2	0
Winona	4	1	2	0	1	4	0
Yazoo City	6	2	2	1	1	4	2
Total urban*	648	233	168	154	93	616	32
Total rural	109	51	21	26	11	104	5

*Incorporated towns of 2,500 or more, according to 1970 census except for Pearl which was not incorporated until 1973.

Dentists in Training

The School of Dentistry is an integral part of the University of Mississippi Medical Center. As such, it is committed to closely related educational programs for dentists, physicians, nurses, graduate students in the basic sciences, and all other members of the health care team. These programs, shared by faculty, maintain close physical relationship of the dental school clinics and the clinics of the other schools and the teaching hospital. This environment is highly favorable to the education of individuals to become dentists since it fosters an early awareness of total health needs. The School of Dentistry is an important component of the University with its programs of education, patient care, and research.

Class Size, Proposed and Future

UNDERGRADUATE

	Class			
Year	1	2	3	4
1975-76	25	0	0	0
1976-77	25	25	0	0
1977-78	25	25	25	0
1978-79*	50	25	25	25
1979-80	50	50	25	25
1980-81	50	50	50	25
1981-82	50	50	50	50

*Postdoctoral students will be accepted based on established need for the state, the ability of a department to provide, and the quality of a department's undergraduate program.

SCHOOL OF DENTISTRY 1978-79 ENTERING CLASS

Number of entering students 45

Predental Schools Represented in Entering Class

University of Mississippi	22
Mississippi State University	4
Mississippi College	3
University of Southern Mississippi	3
Delta State University	3
Millsaps College	2
Jackson State University	1
Tougaloo College	3
William Carey	1
University Medical Center	3

Number of Male and Female Students

Male	40	35 White
		5 Black
Female	5	4 White
		1 Black

Population of Hometown

Number of students from towns with population of 5,000 or less	14
Number of students from towns with population of 5,001 to 10,000	7
Number of students from towns with population of 10,001 to 20,000	1
Number of students from towns with population of 20,001 to 30,000	4
Number of students from towns with population of 30,001 to 40,000	3
Number of students from towns with population of 40,001 to 50,000	7
Number of students from towns with population of 50,001 or higher	9
TOTAL	45

Parental Occupations

Sons/daughters of Dentists	4
" " Physicians	4
" " Teachers	6
" " Pharmacists	2
" " Administrators	7
" " Self-employed	9
" " Others	13
TOTAL	45

Nursing Education

Data on nurses who are working in their profession in the state of Mississippi are difficult to obtain and, in some categories, unreliable. A great many nurses, whether they be registered nurses, licensed practical nurses or nurses' aides are basically housewives and may not be engaged in nursing at all. Others work only part-time or irregularly. This is true regardless of the level of education achieved (baccalaureate, associate degree, etc.).

Maximum and minimum requirements for nurses entering into practice by 1981 have, however, been estimated and are included in this report, along with anticipated resources in the same year.

The data, tables, charts and narrative in this section were supplied from published and unpublished reports provided by the Board of Trustees of State Institutions of Higher Learning and by the University of Mississippi Medical Center.

On January 5, 1979, the Board of Trustees of State Institutions of Higher Learning established competencies for graduates of baccalaureate and master's programs. On January 26 the same body established competencies for graduates of associate degree nursing programs and in February of the same year the role and competency of graduates of diploma programs in nursing were set. These are available from the Office of the Associate Director for Nursing Education, the Board of Trustees of State Institutions of Higher Learning.

BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING

NURSING EDUCATION IN MISSISSIPPI

Introduction

There are five (5) types of nursing programs in Mississippi which prepare four (4) types of nurses. These are as follows:

1. Licensed Practical Nurse Programs (LPN) which prepare a vocational nurse.

   Scope of Practice: The practical nurse gives care under the supervision of a Registered Nurse, Physician, or Dentist, which does not require the specialized skills, judgment and knowledge required of a registered nurse.

   Length and Type of Curriculum: A vocational education program under the control of a hospital, vocational-technical school, or junior college, twelve months in length, with the graduate receiving a certificate.

   Places of Employment: Hospitals, Nursing Homes, Doctors' Offices.

2. Associate Degree Nurse Programs (ADN) which prepare a technical nurse.

   Scope of Practice: The technical nurse gives care to patients who have been identified as being ill or in need of diagnostic evaluation and who have problems that are common and well defined. The practice consists of processes that are standardized, in common use and are directed toward alleviating both physical and psychosocial health problems. She can participate in management of nursing care, including patient instruction, for small groups of patients, as well as supervision of auxiliary nursing personnel assigned to provide that care.

   Length and Type of Curriculum: A nursing education program sponsored by a junior college or senior college, varying in length from eighteen months to two years, with the graduate receiving an Associate of Arts or Science Degree.

   Places of Employment: Hospitals, Nursing Homes, Doctors' Offices.

Places of Employment: Public Health Agencies, Industrial Settings, Hospitals, Nursing Homes, Doctors' Offices, Clinics, Armed Sercices.

Location of Programs: Mississippi University for Women, University of Mississippi, University of Southern Mississippi, Mississippi College, and William Carey College. Programs are in the planning stage at Alcorn State University and Delta State University.

5. Master's Degree Nurse Programs which prepare a variety of professional nurse specialists.

Scope of Practice: The nurse specialist is prepared for a leadership role in the health care delivery system and for collaboration with others interested in health care. They are involved in nursing research, surveys of the health care needs of society and in developing new approaches to prepare nurses to meet these needs. They are prepared to function in teaching, administration, or clinical practice. The specific parameters of practice in an expanded role in Mississippi are defined by law by the Mississippi Board of Nursing.

Length and Type of Curriculum: A nursing education program sponsored by a university, varying in length from one to two years, with the graduate receiving a Master of Science or a Master of Nursing Degree.

Places of Employment: Nursing Education Programs, Hospitals, Public Health, Clinics, Private Practice, Doctors' Offices.

Location of Programs: Mississippi University for Women, University of Mississippi - Jackson, University of Southern Mississippi.

There are 22 undergraduate RN nursing programs located in 20 schools of nursing. There are 3 graduate programs. Of the 22 undergraduate programs, 13 are Associate Degree, 7 are Baccalaureate Degree, and 2 are Diploma programs.

The Associate Degree programs are located in 11 junior colleges and 2 public universities. The 7 Baccalaureate Degree programs are located in 5 public universities and 2 private colleges. The 2 diploma programs are located in hospitals. Table I shows the colleges and types of programs offered.

Location of Programs: Hinds Junior College, Itawamba Junior College, Gulf Coast Junior College - Jackson County, Gulf Coast Junior College - Jeff Davis, Jones County Junior College, Meridian Junior College, Mississippi Delta Junior College, Northeast Mississippi Junior College, Northwest Mississippi Junior College, Pearl River Junior College, Southwest Mississippi Junior College, Alcorn State University, Mississippi University for Women, and Mississippi Valley State University.

3. Diploma Nurse Programs which prepare a technical nurse.

Scope of Practice: The technical nurse gives care to patients who have been identified as being ill or in need of diagnostic evaluation and who have problems that are common and well defined. The practice consists of processes that are standardized, in common use and are directed toward alleviating both physical and psychosocial health problems. She can participate in management of nursing care, including patient instruction, for small groups of patients, as well as supervision of auxiliary nursing personnel assigned to provide that care.

Length and Type of Curriculum: A nursing education program under the control of a hospital, three years in length, with the graduate receiving a diploma. Curriculum requires a large amount of clinical time practicing in the hospital.

Places of Employment: Hospitals, Nursing Homes, Doctors' Offices.

Location of Programs: Matty Hersee Hospital, St. Dominic-Jackson Hospital.

4. Baccalaureate Degree Nurse Programs (BSN) which prepare a professional nurse.

Scope of Practice: The professional nurse can practice in a variety of health care settings involving individuals, families, and communities. This practitioner can assess patient needs in stable and in changing situations, plan and evaluate methods of meeting these needs, and teach and supervise other personnel in providing care. She should also utilize beginning research skills in providing patient care in health care settings.

Length and Type of Curriculum: A nursing education program sponsored by a college or university, four years in length, with the graduate receiving a Bachelor of Science Degree.

TABLE I

Location	RN PROGRAMS OFFERED			
	Diploma	ADN	BSN	MSN
Junior Colleges				
1. Hinds Junior College		X		
2. Itawamba Junior College		X		
3. Gulf Coast Junior College Jackson County		X		
4 Gulf Coast Junior College Jeff Davis		X		
5. Jones County Junior College		X		
6. Meridian Junior College		X		
7. Mississippi Delta Junior College		X		
8. Northeast Mississippi Junior College		X		
9. Northwest Mississippi Junior College		X		
10. Pearl River Junior College		X		
11. Southwest Mississippi Junior College		X		
State Universities				
1. Alcorn State University		X	X*	
2. Delta State University (admitted students, Fall, 1978)			X	
3. Mississippi University for Women		X	X	X
4. Mississippi Valley State University		X (closed June 30, 1979)		
5. University of Mississippi			X	X
6. University of Southern Mississippi			X	X
Private Colleges				
1. Mississippi College			X	
2. William Carey College			X	
Hospitals				
1. Matty Hersee Hospital	X			
2. St. Dominic-Jackson Hospital	X			

*In planning stage, has not admitted students into the nursing program at present.

There are 3 continuing education programs. These are located at Mississippi University for Women, University of Mississippi and University of Southern Mississippi. The programs at MUW and USM are funded separately by the state.

Continuing education in nursing consists of planned learning experiences beyond a basic nursing education program. These experiences are designed to promote the development of knowledge, skills, and attitudes for the enhancement of nursing practice, thus improving health care to the public.

The programs give continuing education units which represent non-academic credit. Each continuing education unit equals ten contact hours of instruction.

The state accreditation of programs of nursing in Mississippi is vested by law in the Board of Trustees of State Institutions of Higher Learning. State accreditation of a nursing program is necessary for a graduate of that program to be eligible to take the RN licensing examination (State Board Test Pool Examination). State accreditation in nursing education aims to protect the autonomy and individuality of the various educational programs it serves, as well as being accountable for the protection of the public against ill-prepared nurses and assisting in the transfer of students and graduates from one program to another. In order to accomplish this mission, the Board of Trustees of State Institutions of Higher Learning has established Standards for Accreditation of Programs of Nursing in the State of Mississippi which all nursing programs must meet.

Two of these standards directly affect the funding of programs. One requires that by 1980, all faculty in programs of nursing must have a minimum of a Master's degree in nursing. Therefore, salaries in the nursing programs must be high enough to attract and retain qualified Master's degree faculty.

The other standard requires that there be one nursing faculty member for every fifteen students admitted into the program and that there be one faculty member for every ten students when they are practicing nursing in the clinical setting. This is to allow for close supervision of students as they practice nursing and caring for patients.

The title Registered Nurse (RN) means that the person has passed the State Board Test Pool Examination, which is a national licensing exam, and has paid a fee to practice within the state. The parameters of practice are set by law, and the control of practice is vested with the State Board of Nursing.

AN ASSESSMENT OF NURSING NEEDS AND RESOURCES IN MISSISSIPPI FOR 1981

Abstract

The Ad Hoc Committee to Assess Nursing Needs and Resources in Mississippi was created by the Deans and Directors of the Board of Trustees, State Institutions of Higher Learning in the fall of 1976. The Committee was chaired by Dean Elizabeth C. Harkins of the University of Southern Mississippi School of Nursing and included members of the Deans' and Directors' Council, three HSA nurses, and the State Board of Health Director of Nursing. Funding for the Committee's work was provided by the Mississippi Nurses' Association and the University of Southern Mississippi School of Nursing.

The mathematical model used for projecting nursing needs and resources was the State Model for Analysis and Planning of Nursing Manpower developed by the National Center for Higher Education Management Systems (NCHEMS) for the Western Interstate Commission for Higher Education (WICHE). The model was developed as part of the national project, "Analysis and Planning for Improved Distribution of Nursing Personnel and Services," which was sponsored by the HEW Division of Nursing in an effort to develop a method whereby state and local regions could systematically project their own specific nursing manpower trends. During the pilot testing of the model, Mississippi was appointed an observer state and, as such, was given early access to the model as well as the necessary computer software and consultation by the WICHE staff.

Data to determine present health services and staffing patterns in the state were obtained from over a dozen state agencies as well as from various national sources reporting Mississippi data. Assumptions specified by the model for making future projections were determined by the Ad Hoc Committee in a series of work sessions held during 1977. Frequent consultation from the WICHE Analysis and Planning project staff were obtained during the process.

The results of the study projected the total supply of full-time equivalent registered nurses for 1981 to be 9,887, with a minimum requirement of 12,774 and a maximum requirement of 14,265 registered nurses for the state. The projected shortage of nurses is greatest for baccalaureate and postbaccalaureate degree nurses who are prepared to assume the more specialized and managerial roles as well as faculty positions.

The study concludes with a recommendation by the Ad Hoc Committee for the establishment of a Statewide Council on Nursing to be composed of representatives from the postsecondary education, the nursing, and the health planning committees. The Council would serve to make specific recommendations on implementation strategies for correcting the nursing shortages of the state.

Educational Resource Considerations

According to the manpower study "An Assessment of Nursing Needs and Resources in Mississippi for 1981" completed in March, 1978, the following needs and resources were identified:

Program	1981 Requirements Minimum	Maximum	Resources
Ph.D.	137	137	396
Master's	2084	2226	
Baccalaureate	4464	4928	2065
AD/Diploma	6089	6974	7426
Total R.N.	12774	14265	9887
L.P.N.	7383	7832	6569
Aides	6084	6492	

It is evident from the above projections that manpower needs will not be met by 1981 at the current rate of production and growth.

Enrollments in the various programs are represented as follows:

Program	Graduates 1978	Enrollments 1978-1979
Master's	62	115
Baccalaureate	307	1004
AD	501	1538
Diploma	56	139
	926	2796

NURSING EDUCATION

	Enrollments 1976-77	Graduates 1977	R.N.'s Licensed in 1977[a]	Enrollments 1977-78	Graduates 1978	R.N.'s Licensed in 1978[a]	Enrollments 1978-79
Baccalaureate							
Delta State University	---	---	---	---	---	---	26
Mississippi College	68	40	38	58	25	22	57
Mississippi University for Women	234	2[illegible]	4	188	41	17	168
University of Mississippi	212	103	80	176	78	72	166
University of Southern Mississippi	607	103	70	611	101	66	491
William Carey College	271	73	4	289	62	1	96
Sub-Total	1,392	340	196	1,322	307	178	1,004
Associate							
Alcorn State University[b]	---	---	---	71	24	14	96
Hinds Junior College	171	82	82	169	81	83	188
Itawamba Junior College	71	21	17	82	29	26	88
Mississippi Gulf Coast Junior College District - Jackson County Campus	89	35	34	95	37	27	106
Mississippi Gulf Coast Junior College District - Jefferson Davis Campus	106	42	36	109	21	21	129
Jones County Junior College	75	29	26	66	26	25	67
Meridian Junior College	163	76	74	159	68	69	163
Mississippi Delta Junior College	118	25	40	88	35	37	95
Mississippi University for Women	223	53	37	185	53	30	153
Mississippi Valley State University	47	3	13	35	10	3	31
Northeast Mississippi Junior College	110	47	52	105	32	37	101
Northwest Mississippi Junior College	83	26	16	82[c]	35	15	112
Pearl River Junior College	131	36	26	107	36	31	119
Southwest Mississippi Junior College	46	17	17	55	14	9	90
University of Southern Miss. - Natchez[b]	70	12	20	---	---	3	---
Sub-Total	1,503	504	490	1,408	501	430	1,538
Diploma							
Matty Hersee Hospital	164	36	33	136	44	36	75
St. Dominic - Jackson Memorial Hospital	72	12	15	67	12	13	64
Sub-Total	236	48	48	203	56	49	139
TOTAL UNDERGRADUATES	3,131	892	734	2,933	864	657	2,681

[a]Represents students licensed in Mississippi

[b]Formerly known as University of Southern Mississippi - Natchez; name changed as of July 1, 1977

[c]Admitted a January, 1978 class. Enrollment as of January, 1978 - 118

NURSING EDUCATION

	Enrollments 1976-77	Graduates 1977	R.N.'s Licensed in 1977[a]	Enrollments 1977-78	Graduates 1978	Enrollments 1978-79
aster's						
niversity of Mississippi	44	32	--	32	26	33
niversity of Southern Mississippi	26	18	--	57	23	66
ississippi University for Women	11	6	--	19	8	16
TOTAL GRADUATES	81	56	--	108	62	115

istory of Nursing Education[b]	1960	1970	1973	1974	1975	1976	1977	1978
raduates	118	286	429	560	697	854	889	865
eceived registered nurse license in Mississippi	38	190	366	525	644	497	728	667

[a]All graduate school admissions are licensed nurses
[b]Excludes master's degree programs

Health Related Professions

The present status and future needs of education and training programs in the health occupations in Mississippi were the subject of a recent study by a select Advisory Planning Committee for Health Related Occupations and Professions. The report of this Committee, published in 1974, is the source from which the following data are excerpted. The study was made in response to a directive from the Board of Trustees of State Institutions of Higher Learning.

The Committee identified more than 135 specific health occupations education programs conducted or administered by private and public junior and senior colleges and universities and attempted to identify all existing hospital-based programs in Mississippi.

Ratio of Health Workers Employed in Hospitals to Physicians in Mississippi 1971-1973

Year	No. Physicians	No. Health* Workers	Ratio Health Workers: Physicians
1971	1,856	20,376	10.9 : 1
1972	1,932	22,563	11.7 : 1
1973	2,047	23,278	11.4 : 1

*Employed by health-related institutions in the State of Mississippi

Data reported in a study titled Mississippi Hospital Inventory indicates "that there is a high utilization of nonprofessional personnel in the state of Mississippi due to the lack of professional personnel." Even though Mississippi may have a sufficient number of individuals employed in health care institutions, the quality (level of training or education) may not be adequate. Mississippi has a scarcity of health manpower of almost all types at every level.

One hundred forty individual programs were identified in forty-four different occupational areas clustered into five categories. Twenty-nine of Mississippi's forty-three postsecondary educational institutions offer one or more programs which prepare students for employment in the health care industry. In addition, eight hospitals offer education and/or training programs in health occupations. Forty-nine percent of all programs listed are sponsored by baccalaureate institutions; forty-two percent are sponsored by junior or community colleges. Hospitals directly sponsor nine percent.

In 1974 only thirty-one percent of all program listings were accredited by a national agency or association. Many of these programs listed were relatively new, starting in 1971, 1972 or 1973 and were not yet eligible for accreditation.

In 1973 the number of qualified manpower added to the total health manpower pool was only four percent. Excluding physicians, pharmacists and registered and practical nurses, less than seven percent of the remaining personnel employed in the Mississippi health care industry are licensed, registered or certified. If the size of the present manpower pool is constant and the turnover rate is balanced by new additions, it would take twenty-five years to replace the present manpower pool, many of whom have not received appropriate education or training.

The mean number of personnel per hospital bed for Mississippi's five neighboring states is 1.61. For Mississippi to meet this average, an additional 5,221 personnel are required immediately. For Mississippi to match the Arkansas ratio, the highest of the group, an additional 9,355 individuals are required. To meet the American Hospital Association's recommendation of 2.3 personnel per hospital bed, it would be necessary to immediately increase the hospital work force by an additional 16,191 individuals.

HEALTH OCCUPATIONS EDUCATION PROGRAMS IN MISSISSIPPI BY STATE[1] AND NATIONAL[2] ACCREDITATION

	S	N	C	P
Patient Care Services				
Associate Degree Nursing	12	1	2	
Bachelor Science Degree Nursing	5	2	2	
Diploma Nursing - Hospital	2	1		
Emergency Medical Technology*	4			
Licensed Practical Nurse	13	1		
Nurse Aide*	6			
Nurse Anesthetists	1	1		
Nurse-Midwife	1	1		
Operating Room Technician	2		1	
Physician	1	1		
Therapeutic Services				
Dietetics**	4	3	1	
Dietetic Technician	1			
Nutrition	1			
Pharmacy	1	1		
Respiratory Therapy	4		1	
Respiratory Therapy-Hospital	1	1		
Diagnostic Services				
Clinical Nuclear Medicine Technology	1	1		
Cytotechnology	1	1		
Environmental Sanitation	3			
Genetics	1			
Medical Laboratory Technician	7		7	
Medical Technology	15	2		13
Medical Technology - Hospital	4	3	1	
Radiologic Technology	5	3		
Radiologic Technology - Hospital	6	6		
Restorative Services				
Physical Therapy	6		1	
Speech Pathology - Audiology	4	2	1	
Social Rehabilitation Counselor	1			
Social Work	5	2	1	
Administrative Support Services				
Biomedical Engineer	1			
Health Industry Management Tr. and Devel.	2	1		
Hospital Housekeeping	1			
Med. Office Assistant	2			
Medical Record Administrator	5	1		
Medical Record Technician	2	1		
Ward Clerk*	1			
Miscellaneous Services				
Clinical Psychologist	2			
Dental Assistant	2	1	1	
Dental Hygiene	2	1		1
Dentistry	1		1	
Gerontology	1			
Health Science	1	1		
Health Worker Upgrade*	1			

* National Accreditation Not Available
** Prepares for Internship only
S State Accreditation
N National Accreditation
C Corresponding Approved
P Preprofessional Programs

[1]State Department Education, Board of Trustees, Institutions of Higher Learning, Private Board of Trustees
[2]Refer to Appendix for Selected Listings of Accrediting Agencies

NUMBER AND PER CENT OF HEALTH WORKERS COMPARED TO TOTAL CIVILIAN WORK FORCE IN SELECTED STATES - 1950-1960-1970

	Mississippi	Alabama	Arkansas	Louisiana	Tennessee	United States
1950						
Population	2,178,914	3,061,743	1,909,511	2,683,516	3,291,718	151,325,798
Civilian Work Force	742,362	1,075,183	646,124	917,217	1,180,848	56,435,000
Health Workers	11,926	19,437	11,964	23,696	26,498	1,669,400
Per Cent Health Workers	1.61	1.81	1.85	2.53	2.24	2.96
1960						
Population	2,178,141	3,266,740	1,786,272	3,257,022	3,567,089	179,323,175
Civilian Work Force	721,623	1,129,975	601,484	1,073,286	1,289,401	64,639,300
Average Per Cent Increase	(0.3)	0.5	(0.7)	1.5	0.8	1.3
Health Workers	19,384	33,567	19,136	37,062	44,181	2,578,200
Per Cent Health Workers	2.69	2.97	3.18	3.45	3.43	3.98
Average Per Cent Increase	3.8	4.2	3.7	3.6	4.0	3.5
1970						
Population	2,217,000	3,444,000	1,923,000	3,641,000	3,924,000	203,212,000
Civilian Work Force	770,966	1,243,141	667,740	1,139,748	1,519,880	76,553,600
Average Per Cent Increase	0.6	0.9	1.0	0.6	1.5	1.6
Health Workers	34,603	60,399	36,284	62,782	75,723	4,246,200
Per Cent Health Workers	4.49	4.86	5.43	5.51	4.98	5.55
Average Per Cent Increase	4.4	4.4	4.7	4.1	4.2	3.9

Sources.

[1]Mr. McMichael, Chief Branch of Inquiries and Correspondence, U. S. Labor Department, Regional Office, Atlanta, Georgia.

[2]Mr. J. McDonald, State Labor Mark Analyst and Development Supervisor, Mississippi Employment Security Commission.

PROJECTIONS OF SELECTED HEALTH MANPOWER NEEDS

Occupational Title	Number Employed		Population Ratio		Catch-Up[1]		Annual Projected Need Present to 1980 After Catch-Up	Number of Programs	
	National	State	National	State	(A)	(B)		State	National
Dental Hygienist	16,000	69	1:12563	1:32116	108	91	24	1	67
Licensed Practical Nurse	400,000	3,024	1:503	1:732	1,251	976	480	12	1,233
Medical Laboratory Technologist	70,000	226	1:2872	1:8334	529	474	128	6	552
Medical Records	11,000	73	1:18274	1:30369	52	37	14	1	43
Pharmacists	129,300	1,329	1:1555	1:1668	1	0	44	1	75
Physical Therapist	15,000	86	1:13400	1:125767	105	64	28	0[2]	87
Radiologic Technologist	87,500	349	1:2297	1:6352	551	526	73	11	1,177
Registered Nurse	723,000	4,624	1:278	1:479	3,716	2,399	650	19	
Speech Pathology and Audiology	19,000	50	1:10680	1:4438	160	140	23	2	138

[1]Catch-up requirements, present deficit, were calculated in two ways (A) approximating the national ratio and (B) based on percentage of population.

[2]New programs in progress.

Sources: "Allied Health Manpower - 1950-80," *Health Manpower Source Book, Section 21;* U. S. Department of Health, Education, and Welfare

Occupational Manpower and Training Needs; Bulletin 1701; U. S. Department of Labor, Bureau of Labor Statistics

Annual Statistical Report, American Hospital Association, 1971

Mississippi Hospital Inventory

Selected List of Health Related Professions

Administrator of Health Services
Administrative Assistant Admitting Officer
Audiologist
Blood Bank Technologist
Certified Laboratory Assistant
Clinical Psychologist *
Corrective Therapist
Cytotechnologist *
Dental Assistant *
Dental Hygienist *
Dental Laboratory Technician
Dietitian **
Electrocardiograph Technician
Electroencephalograph Technician *
Electromyograph Technician
Epidemiologist
Executive Housekeeper *
Food Service Personnel *
Health Educator *
Histologic Technician *
Hospital Engineer
Hospital Librarian
Hospital Business Manager
Industrial Hygienist
Laboratory Technician
Medical Secretary and Assistant *
Medical Engineer
Medical Illustrator
Medical Record Administrator **
Medical Record Technician *
Medical Technologist **
Medical Laboratory Technician *
Music Therapist
Nuclear Medical Technologist *
Occupational Therapist
Occupational Therapy Assistant
Physical Therapist **
Psychiatric Social Worker
Psychologist *
Radiologic Health Specialist
Radiologic Technologist **
Recreational Therapist
Respiratory Therapist *
Sanitarian
Social Worker **
Speech Pathologist and Audiologist *
Vocational Rehabilitation Personnel *
Ward Clerk *

* Programs available in Mississippi.
** Occupational category listed in Mississippi Health Inventory.

LIST OF COLLEGES - PROGRAMS AND AFFILIATED HOSPITALS

COLLEGE	PROGRAMS	AFFILIATED HOSPITALS	PUBLIC HEALTH AND OTHER AFFILIATES
Private Colleges			
Belhaven	Medical Technology	None	None
	Physical Therapy	None	None
Blue Mountain	Medical Technology	No. Miss. Medical Center	
Millsaps	Medical Technology	St. Dominic Mobile Infirmary Baptist Memorial, Memphis Methodist, Memphis Duke University	
Mississippi	B.S. in Nursing	Mississippi Baptist Hinds General U. Miss. Medical Center V. A., Jackson	
	Medical Technology	Baylor - Dallas, Texas Baptist Memorial, Memphis Mississippi Baptist Jones County Community No. Miss. Medical Center Mobile Infirmary Grady Memorial, Atlanta	
	Medical Record Admin.	University, Jackson	
	Medical Record Technician	University, Jackson	
Rust	Associate Degree Nurse	Methodist, Memphis	
	Medical Technology	Meharry	
	Radiologic Technology	Not listed	
William Carey	B.S. in Nursing	So. Baptist, New Orleans Southeast Louisiana	
	Medical Technology	Mobile Infirmary Mississippi Baptist So. Baptist, New Orleans	
	Radiologic Technology	None	
State Colleges and Universities			
Alcorn A & M	Medical Technology	University, Jackson	
Delta State	Medical Technology	University, Jackson Baptist Memorial, Memphis Methodist, Memphis Mississippi Baptist No. Miss. Medical Center St. Joseph, Memphis	
	Physical Therapy	None	
	Medical Record Admin.	University, Jackson	
Jackson State	Medical Technology	University, Jackson	
	Medical Record Admin.	University, Jackson	
	Social Work (1)	Various Agencies	
Mississippi University for Women	Associate Degree Nurse (1)	Not listed	
	B.S. in Nursing		
	Dietetics	None	
	Medical Technology	Baptist Memorial, Memphis Druid City, Tuscaloosa Jones County Community Methodist, Memphis No. Miss. Medical Center	
	Speech Pathology/Audiology	None	
Mississippi State	Biology Medical Engineer	University, Jackson	
	Clinical Psychology	V. A., Jackson	
	Dietetics	None	
	Medical Technology	Mississippi Baptist No. Mississippi Medical Center Methodist, Memphis Baptist Memorial, Memphis Ochsner, New Orleans Mem. Med. Center, Shreveport University, Jackson Shumpert, Shreveport	
	Physical Therapy	None	
	Nutrition	None	
	Social Work	East Mississippi, Meridian Mississippi State, Whitfield V. A., Jackson	

COLLEGE	PROGRAMS	AFFILIATED HOSPITALS	PUBLIC HEALTH AND OTHER AFFILIATES
State Colleges and Universities (cont.)			
Mississippi Valley State	Associate Degree Nurse	Greenwood Leflore Wash. Co. Gen. Community V. A., Tuscaloosa Care Inn, Greenwood Pemberton Manor, Greenwood	Leflore Health Dept.
	Environmental Sanitation	None	
	Medical Technology	University, Jackson Baptist Memorial, Memphis	
	Physical Therapy		
	Social Work	None	
	Speech Pathology/Audiology		
University of Mississippi	Dietetics (2)	None	
	Medical Technology	No. Miss. Medical Center Gulfport Memorial Methodist, Hattiesburg Jones County Community Singing River Mercy Mississippi Baptist St. Dominic Baptist Memorial, Memphis St. Joseph University, Jackson	
	Pharmacy	University, Jackson V. A., Jackson	
	Social Work	V. A., Jackson V. A., Biloxi Keesler A. F. B. Tippah County Magnolia-Harfield, Corinth Mississippi State, Whitfield Ellisville State No. Miss. Retard. Center No. Miss. Mental Health University, Jackson	
	Speech Pathology/Audiology	None	
Mississippi Medical Center	B.S. in Nursing	V. A., Jackson	
	Master of Nursing	Mississippi State, Whitfield Compere's Nursing Home	
	Clinical Nuclear Medicine	None	
	Cytotechnology	None	
	Dental Hygiene	V. A., Jackson	
	Dentistry	None	
	Medical Technology	None	
	Medicine	None	
	Nurse Anesthetist	None	
	Nurse-Midwife	No formal	
	Physical Therapy	Under development	
	Radiologic Technology	None	
	Medical Record Admin.	Memorial, Gulfport Lowndes General No. Miss. Medical Center St. Dominic	
	Health Science	None	
Southern Mississippi	Associate Degree Nurse	Jeff. Davis Memorial Central La. State	
	Bachelor Science Nurse	Forrest General Charity, New Orleans	Forrest Health Dept. Ellisville State Con-Va Rest So. Miss. Home Health & Rehab Center Hattiesburg Conval. Happy Acres Charity
	Clinical Psychology	Forrest General Pine Belt Men. Health Cen.	Harrison Fam. Center Ellisville State
	Dietetics	Forrest General	
	Environmental Science	None	
	Genetics	None	
	Gerontology	None	
	Health Industry Management Training and Development	None	

COLLEGE	PROGRAMS	AFFILIATED HOSPITALS	PUBLIC HEALTH AND OTHER AFFILIATES
State Colleges and Universities (cont.)			
Southern Mississippi	Medical Technology	Forrest General Memorial, Gulfport Singing River V. A., Biloxi	
	Physical Therapy Social Rehabilitation		Ellisville State Columbia Tr. School
	Speech Pathology/Audiology	University, Jackson V. A., New Orleans So. Miss. State Baptist, Pensacola Easter Seal Rehab Center Miss. Child. Training Center Jackson Speech & Hearing Cen.	V. A. Speech & Hearing Gulfport Schools Lumberton School Ellisville State Biloxi Schools Columbia Schools Laurel Schools Hattiesburg Schools
Junior Colleges			
Copiah Lincoln	Practical Nursing Medical Lab. Technician	Kings Daughters, Brookhaven Kings Daughters, Brookhaven Jeff Davis Memorial Southwest General	
	Emergency Med. Technician Hospital Housekeeping Practical Nursing	Oktibbeha County Lowndes General Lowndes General Columbus Gilmore, Amory Webster East Miss. State Noxubee Ivy Memorial Oktibbeha County Mississippi State, Whitfield	Lowndes Health Dept.
	Medical Office Assistant Nurse Aide	Lowndes General Columbus Ivy Memorial Oktibbeha County	Private Offices
Hinds	Associate Degree Nurse	Hinds General University, Jackson V. A., Jackson Mississippi Baptist Mississippi State, Whitfield	
	Medical Record Technician	Mississippi Baptist St. Dominic Hinds General	
	Dental Assistant Dietetic Technician	None St. Dominic Mississippi Baptist	
	Medical Lab. Technician	V. A., Jackson Vicksburg Mississippi State, Whitfield Jeff Anderson	
	Nurse Aide	Kuhn Memorial University, Jackson Hinds General	
	Practical Nursing	University, Jackson Mississippi Baptist Mercy Kuhn Memorial State	
	Respiratory Therapy	Mississippi Baptist Hinds General St. Dominic University, Jackson	
	Operating Room Technician	University, Jackson	
Holmes	Nurse Aide	Grenada County Montfort Jones Memorial Madison General Tyler-Holmes King's Daughters, Yazoo City	
	Practical Nursing	Grenada County Montfort Jones Memorial Madison General Tyler-Holmes King's Daughters, Yazoo City St. Dominic University, Jackson	Care Inn Care Inn Care Inn Care Inn Care Inn

COLLEGE	PROGRAMS	AFFILIATED HOSPITALS	PUBLIC HEALTH AND OTHER AFFILIATES
State Colleges and Universities (cont.)			
Southern Mississippi	Medical Technology	Forrest General Memorial, Gulfport Singing River	
	Physical Therapy Social Rehabilitation	V. A., Biloxi	Ellisville State Columbia Tr. School
	Speech Pathology/Audiology	University, Jackson V. A., New Orleans So. Miss. State Baptist, Pensacola Easter Seal Rehab Center Miss. Child. Training Center Jackson Speech & Hearing Cen.	V. A. Speech & Hearing Gulfport Schools Lumberton School Ellisville State Biloxi Schools Columbia Schools Laurel Schools Hattiesburg Schools
Junior Colleges			
Copiah Lincoln	Practical Nursing Medical Lab. Technician	Kings Daughters, Brookhaven Kings Daughters, Brookhaven Jeff Davis Memorial Southwest General	
	Emergency Med. Technician Hospital Housekeeping Practical Nursing	Oktibbeha County Lowndes General Lowndes General Columbus Gilmore, Amory Webster East Miss. State Noxubee Ivy Memorial Oktibbeha County Mississippi State, Whitfield	Lowndes Health Dept.
	Medical Office Assistant Nurse Aide	Lowndes General Columbus Ivy Memorial Oktibbeha County	Private Offices
Hinds	Associate Degree Nurse	Hinds General University, Jackson V. A., Jackson Mississippi Baptist Mississippi State, Whitfield	
	Medical Record Technician	Mississippi Baptist St. Dominic Hinds General	
	Dental Assistant Dietetic Technician	None St. Dominic Mississippi Baptist	
	Medical Lab. Technician	V. A., Jackson Vicksburg Mississippi State, Whitfield Jeff Anderson	
	Nurse Aide	Kuhn Memorial University, Jackson Hinds General	
	Practical Nursing	University, Jackson Mississippi Baptist Mercy Kuhn Memorial State	
	Respiratory Therapy	Mississippi Baptist Hinds General St. Dominic University, Jackson	
	Operating Room Technician	University, Jackson	
Holmes	Nurse Aide	Grenada County Montfort Jones Memorial Madison General Tyler-Holmes King's Daughters, Yazoo City	
	Practical Nursing	Grenada County Montfort Jones Memorial Madison General Tyler-Holmes King's Daughters, Yazoo City St. Dominic University, Jackson	Care Inn Care Inn Care Inn Care Inn Care Inn

COLLEGE	PROGRAMS	AFFILIATED HOSPITALS	PUBLIC HEALTH AND OTHER AFFILIATES
Junior Colleges (cont.)			
Itawamba	Emergency Med. Technician	No. Miss. Medical Center	
	Nurse Aide	No. Miss. Medical Center	
	Operating Room Technician	No. Miss. Medical Center	
	Practical Nursing	No. Miss. Medical Center	
Jones County	Associate Degree Nurse	Jones County Community Ellisville Municipal Mississippi State, Whitfield University, Jackson	Ellisville State Ped. Office Pvt. Kindergarten Day School Men. Retard.
	Emergency Med. Technician		Pvt. Offices Health Dept. Officials
	Medical Lab. Technician	None	
	Nurse Aide	Ellisville State School	Nursicare Conval.
	Practical Nursing	Jones County Community So. Miss. State	
	Radiologic Technology	Jones County Community	
Meridian	Associate Degree Nurse	Jeff Anderson Rush Memorial Riley's East Miss. State St. Joseph	
	Practical Nursing	Jeff Anderson Rush Memorial St. Joseph	
Mississippi Delta	Associate Degree Nurse	Greenwood Leflore	
	Medical Lab. Technician	King's Daughters, Greenville	
	Practical Nursing	South Sunflower Greenville General No. Miss. Medical Center	
	Radiologic Technology	Bolivar County King's Daughters	
Mississippi Gulf Coast	Associate Degree Nurse	Singing River Keesler A. F. B. Gulfport Memorial Howard Memorial V. A., Gulfport	
	Dental Assistant	None	
	Medical Lab. Technician	V. A., Biloxi Ocean Springs	
	Nurse Aide	All general hospitals (above)	
	Practical Nurse	Singing River Gulfport Memorial Howard Memorial V. A., Biloxi, Gulfport	
	Radiologic Technology	Singing River	
	Upgrading health workers	Same as Practical Nursing	
	Ward Clerk	Same as Practical Nursing	
Northeast Mississippi	Associate Degree Nurse	Northeast Mississippi No. Miss. Medical Center Magnolia Tippah County Western State Mississippi State, Whitfield	Aletha Lodge Care Inn
	Medical Office Assistant	Magnolia Northeast Mississippi Tishomingo	Bailey Clinic Preston Clinic Cunningham Clinic Sweat Clinic
	Medical Lab. Technician	Same as medical office asst. Methodist, Memphis	
	Practical Nursing	Same as medical office asst.	Men. Health Center Aletha Lodge
Northwest Mississippi	Associate Degree Nursing	North Panola Oxford Methodist, Memphis Baptist, Memphis Le Bonheur, Memphis Reg. Men. Health Center St. Jude	Care Inn
	Dental Hygiene	University, Jackson	
	Emergency Med. Technician	None	
	Medical Lab. Technician	Baptist, Memphis	
	Optometry Technician		So. Col. Opt.
	Respiratory Therapy	Baptist, Memphis Methodist, Memphis	

COLLEGE	PROGRAMS	AFFILIATED HOSPITALS	PUBLIC HEALTH AND OTHER AFFILIATES
Junior Colleges (cont.)			
Pearl River	Associate Degree Nurse	L. D. Crosby Methodist Forrest General Southeast Louisiana	
	Practical Nursing	Hancock County L. D. Crosby Gulfport Memorial V. A., Gulfport Marion County General Mississippi State, Whitfield Forrest General Methodist	
	Respiratory Therapy	Forrest General	
Southwest Mississippi	Practical Nursing	Southwest General Mississippi State University, Jackson	

UNIVERSITY MEDICAL CENTER

SCHOOL OF HEALTH RELATED PROFESSIONS 1978-79 ENTERING STUDENTS

Number of entering students 94

Senior Colleges Represented in Entering Class

University of Southern Mississippi	13
University of Mississippi	11
Mississippi State University	9
Delta State University	5
Belhaven	4
Jackson State University	4
Mississippi College	4
Mississippi University for Women	4
Tougaloo	2
Millsaps	2
Alcorn State University	1
Texas Tech	1
Indiana University	1
Arkansas State	1
University of Tennessee, Martin	1
Southeast Louisiana	1
University of South Alabama	1
Lane College	1
University of Texas	1
Grambling State	1
Louisiana State University	1

Number of Male and Female Students

Male	19	18 White
		1 Black
Female	75	63 White
		12 Black

Academic Degrees Earned

Number with earned degrees before entering School of Health Related Professions	22
Number without earned degrees	72
TOTAL	94

Population of Hometown

Number of students from towns with population of 5,000 or less	34
Number of students from towns with population of 5,001 to 10,000	14
Number of students from towns with population of 10,001 to 20,000	8
Number of students from towns with population of 20,001 to 30,000	8
Number of students from towns with population of 30,001 to 40,000	4
Number of students from towns with population of 40,001 to 50,000	8
Number of students from towns with population of 50,001 or higher	18
TOTAL	94

Residency Classification--Cumulative All Programs and Years

Number with legal residency classification	160
Number of nonresidents	2
TOTAL	162

Racial and Sex Classification--Cumulative All Programs and Years

Number of male students	white male	27	29
	black male	1	
	Asian American male	1	
Number of female students	white female	114	133
	black female	17	
	Hispanic female	1	
	American Indian female	1	
	TOTAL		162

Geographical Distribution by County in Mississippi Cumulative All Programs and Years

Number of students from Mississippi ounties	160
Number of counties represented	51

Listing by County and Number from Each--Cumulative All Programs

County	Number	County	Number
Adams	4	Madison	2
Alcorn	1	Marion	2
Amite	2	Monroe	1
Attala	3	Montgomery	1
Bolivar	5	Neshoba	3
Calhoun	1	Newton	3
Chickasaw	1	Oktibbeha	2
Forrest	4	Panola	2
Franklin	3	Pearl River	1
George	1	Pike	2
Grenada	4	Rankin	4
Harrison	6	Scott	2
Hinds	41	Simpson	3
Jackson	3	Smith	1
Jasper	1	Stone	2
Jeff Davis	1	Sunflower	1
Jones	5	Tate	1
Lafayette	2	Tishomingo	2
Lamar	1	Union	1
Lauderdale	7	Warren	6
Lawrence	1	Washington	5
Leake	3	Wayne	1
Lee	1	Wilkinson	1
Leflore	4	Winston	1
Lincoln	1	Yazoo	1
Lowndes	3	TOTAL	160

School of Health Related Professions
University of Mississippi Medical Center

Summary of Graduates

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Dental Hygienists	11	13	12	18	19	18	24
Medical Record Librarians	10	15	9	10	10	12	10
Medical Technologists	11	10	11	7	12	12	4
Nurse Anesthetists	6	4	6	9	10	9	9
Physical Therapists	0	0	17	19	21	22	20
Respiratory Therapy Technologists	0	0	0	0	0	3	9
Respiratory Therapists	0	0	0	0	0	0	4

	Alcorn	Belhaven	Blue Mtn.	Delta S. U.	J. S. U.	Millsaps	Miss. Coll.	MUW	MSU	MVS	Rust	Tougaloo	UM	UMC	USM	Wm. Carey	subtotals
Patient Care Services																	
Associate Degree Nursing								52		28					16		96
Bachelor of Science Nursing							16							36	33	9	94
Diploma Nursing																	0
Emergency Medical Technology																	0
Licensed Practical Nurse																	0
Nurse Anesthetist														6			6
Nurse Aide																	0
Nurse-Midwife																	0
Operating Room Technician																	0
Medicine														80			80
Therapeutic Services																	
Dietetics																	0
Dietetic Technician																	0
Nutrition																	0
Pharmacy													66[1]				66
Respiratory Therapy																	0
Diagnostic Services																	
Clinical Nuclear Med.Technology														3			3
Cytotechnology														3			3
Environmental Sanitation																	0
Genetics																	0
Medical Laboratory Technician																	0
Medical Technology				11	4				5					11	30[2]	2	63
Radiologic Technology								7						12			19
Restorative Services																	
Occupation Therapy																	0
Physical Therapy																	0
Speech Pathology/Audiology																	0
Social Rehabilitation Counselor																	0
Social Work																	0
Administrative Support Services																	
Biomedical Engineer																	0
Health Mg. Tr. and Dev.																	0
Hospital Housekeeping																	0
Medical Office Assistant				1										10	1		12
Medical Record Administrator																	0
Medical Record Technician																	0
Ward Clerk																	0
Miscellaneous Services																	
Clinical Psychology																	0
Dental Assisting																	0
Dental Hygiene													11				11
Dentistry																	
Gerontology																	
Health Science																	
Health Workers Upgrade																	

	Grand Totals	Matty Hersee	St. Dominic	N. Miss. R. Med. Cen.	Mississippi Baptist	Meridian X-ray Tech.	Jones Co. Comm.	Forrest General	Southwest	Pearl River	Northwest Miss.	Northeast Miss.	Gulf Coast Dist.	Miss Delta	Meridian	Jones	Itawamba	Holmes	Hinds	East Miss.	Co-Lin	Subtotals (p. 183)
Patient Care Services																						
Associate Degree Nursing	306									30		34	35	23	24	25			39			96
Bachelor of Science Nursing	94																					94
Diploma Nursing	34	15	19																			
Emergency Medical Technology	77								20	17		18					22					
Licensed Practical Nurse	599								25	70	20	34	60	48	50	40	46	54	117	15	14	6
Nurse Anesthetist																						
Nurse Aide	248											9	35	16	10	42		28	86	22		
Nurse-Midwife																						
Operating Room Technician	5																		9			
Medicine	80																					80
Therapeutic Services																						
Dietetics																						
Dietetic Technician																						
Nutrition																						
Pharmacy	66																					66
Respiratory Therapy	24				13														8			3
Diagnostic Services																						
Clinical Nuclear Med. Technology																						3
Cytotechnology																						
Environmental Sanitation																						
Genetics																						
Medical Laboratory Technician	61		2	8	9			5					4	13					17		3	
Medical Technology	94				9	7		6	5				4									63
Radiologic Technology																						19
Restorative Services																						
Occupation Therapy																						
Physical Therapy																						
Speech Pathology/Audiology																						
Social Rehabilitation Counselor																						
Social Work																						
Administrative Support Services																						
Biomedical Engineer																						
Health Mg. Tr. and Dev.																						
Hospital Housekeeping																						
Medical Office Assistant	12																					12
Medical Record Administrator																						
Medical Record Technician	11																		11			
Ward Clerk																						
Miscellaneous Services																						
Clinical Psychology																						
Dental Assisting																						
Dental Hygiene																						
Dentistry	11																					11
Gerontology																						
Health Science																						
Health Workers Upgrade																						

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